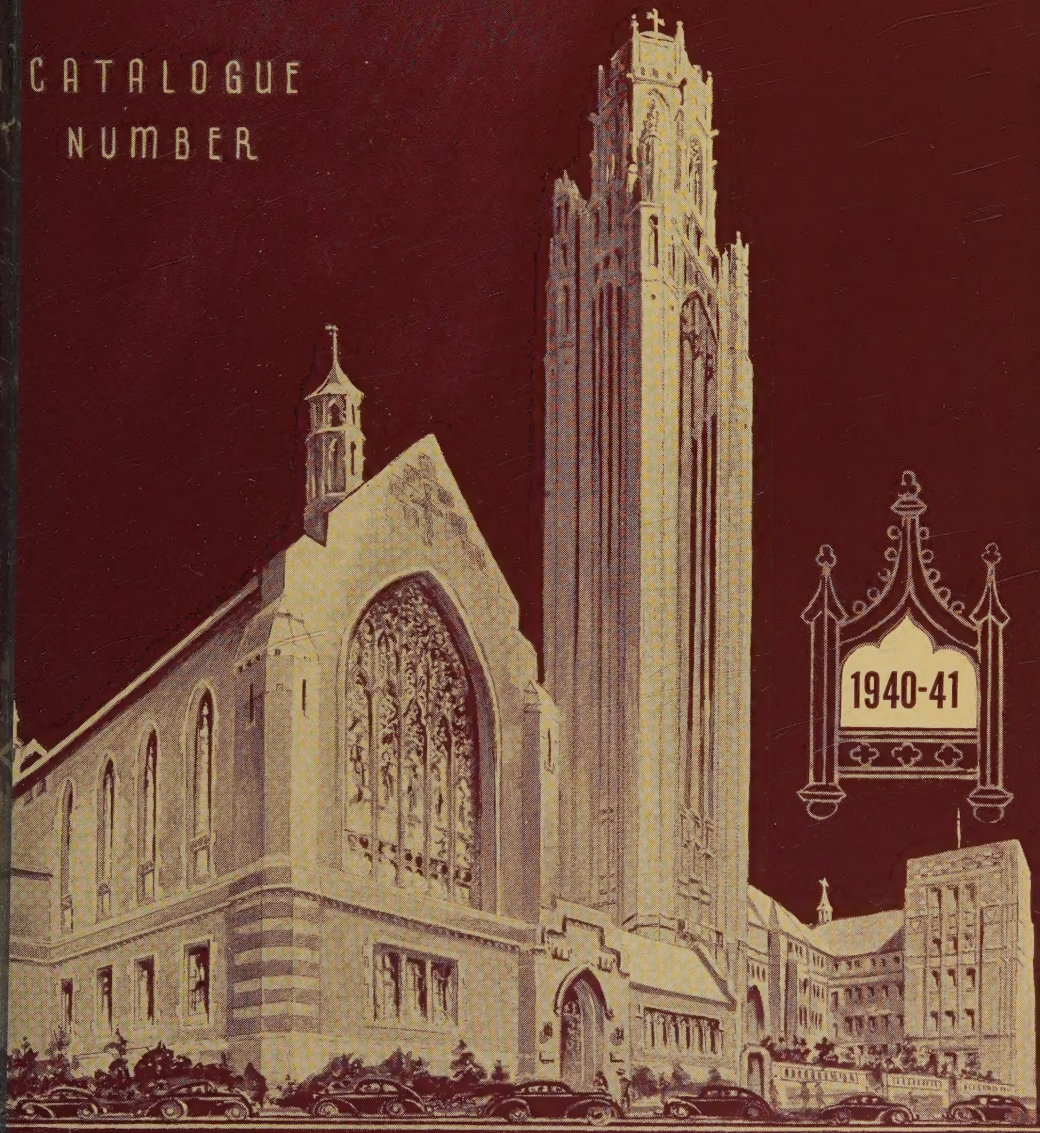
CHICAGO THEOLOGICAL SEMINARY

Register

CATALOGUE NUMBER



1940-41

LIBERTY AND RELIGION

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If liberty is to be saved, it will not be by the doubters, the men of science, or the materialists; it will be by religious conviction; by the faith of individuals who believe that God wills men to be free. . . .

—Henry Frederick Amiel, 1870.

The Chicago Theological Seminary Register

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THE CHICAGO THEOLOGICAL SEMINARY

REGISTER

CATALOGUE NUMBER

EIGHTY-SECOND ACADEMIC YEAR
1939–1940

ANNOUNCEMENTS FOR THE SESSIONS OF
1940–1941

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ALBERT W. PALMER, D.D., LL.D., LITT.D., *President*
5757 UNIVERSITY AVENUE
CHICAGO

Contents

PAGE

THE FACULTY OF THE SEMINARY 3
DIRECTORS AND OFFICERS 4–5
CALENDAR 6
GENERAL INFORMATION 7–19
- Purpose and History 7
- Location and Buildings 7–8
- Government 8–9
- Requirements for Admission 9
- Fees and Expenses 9–10
- Student Field Work 10–12
- Scholarships and Fellowships 12
- Loans and Responsibilities of Aided Students 12–13
- Education of Women for Christian Service 13
- Libraries 13–14
- Alden-Tuthill Lectureship 14
- The Interseminary Movement 14
- Student Activities 15
- Requirements for Degrees 15–19

COURSES OF INSTRUCTION 20–35
- Biblical Studies 22–24
  - Old Testament 22
  - New Testament 23
- Historical and Theological Studies 24–25
  - Church History 24–25
  - Historical Theology 25
  - Contemporary Theology 26–27
  - Philosophy of Religion 27
- The Social Sciences in Religion 27–28
  - Social Ethics and the Sociology of Religion 27–28
  - Psychology and Mental Hygiene 28
- Preaching and Parish Ministry 29–31
  - Preaching and Pastoral Care 29–30
  - Religious Education 30
  - Missions 31
- Religion and the Arts 31–33
  - Public Speaking 31–32
  - Biography, Literature, Drama, Arts and Crafts 32–33
  - Music 33

THE SEMINARY'S AFFILIATION WITH THE UNIVERSITY OF CHICAGO 34–41
- Terms of the Affiliation 34
- The Two-and-One Rule 34
- Exchange Professors 34
- University Degrees 34
- Athletics and Health Service 34–35
- Divinity School Faculty 36
- Divinity School Courses 37–41

STATISTICAL TABLES 42
AWARDS SPRING QUARTER, 1939 43–45
COLLEGES AND UNIVERSITIES REPRESENTED, 1939–40 46–47
EXTENSION SERVICE . . . . . *back cover*

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The Faculty of the Divinity School of the University of Chicago, courses under whom are available to Seminary students, will be found listed on page 36.

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Calendar

1940

April 2 Tuesday	Final draft of theses due
April 9–12	Oral Presentation of Theses
May 14–17	Comprehensive Examinations
May 27 Monday	Spring Retreat
May 30 Thursday	Memorial Day: a holiday
June 6 Thursday	Baccalaureate Service
June 7 Friday	Commencement
June 7 Friday	Spring Quarter ends
July 29–Aug. 9	Pastors' Summer Institute
Aug. 30 Friday	Tuition Scholarship Applications
Sept. 27 Friday	AUTUMN QUARTER BEGINS: REGISTRATION
Oct. 1 Tuesday	Classes meet
Nov. 1 Friday	Approval of B.D. and M.A. Thesis Subjects; Application for M.A. Degree Candidacy
Nov. 28 Thursday	Thanksgiving Day: a holiday
Nov. 30 Saturday	Tuition Scholarship Applications
Dec. 18 Wednesday	Autumn Quarter ends

1941

Jan. 2 Thursday	WINTER QUARTER BEGINS
Feb. 3–7	Ministers' Week
Feb. 12 Wednesday	Lincoln's Birthday: a holiday
Feb. 21 Friday	Tuition Scholarship Applications
Feb. 22 Saturday	Washington's Birthday: a holiday
Mar. 14 Friday	Winter Quarter ends
Mar. 24 Monday	SPRING QUARTER BEGINS
April 1 Tuesday	Final draft of theses due
April 13 Sunday	Easter
April 15 Tuesday	Oral Presentation of Theses
May 13–16	Comprehensive Examinations
May 30 Friday	Memorial Day: a holiday
June 5 Thursday	Baccalaureate Service
June 6 Friday	Commencement
June 6 Friday	SPRING QUARTER ENDS

General Information

PURPOSE AND HISTORY

The Chicago Theological Seminary was founded in 1855 by a group of Congregational ministers and laymen "to furnish instruction to young men preparing for the Gospel ministry," according to its charter, and was to be "equally open to all denominations of Christians"—a very forward-looking provision for that day. It has sought to live up to the pioneer spirit of its founders by constantly developing new features in Christian education to meet the changing needs. Foreign-language institutes were maintained at one time to train leadership for the large immigrant population in the eighties. Dr. Graham Taylor, a pioneer in Christian social work, was brought to Chicago in 1894 for his life-work as professor of Christian Economics in this Seminary. More recently the Seminary has pioneered in the clinical study of personality problems, church and community surveys, both urban and rural, and in utilizing the religious values of art and drama, literature, and music. It also provides practical laboratory experience for students through carefully supervised field work.

The Seminary is a member of the American Association of Theological Schools. It has also been examined and is accredited by the Accreditation Commission of that association.

In 1915 the Seminary removed to the neighborhood of the University of Chicago, with which it is affiliated through the Divinity School of the University. Students thus enjoy the advantage of two theological faculties and a university internationally known for its high standards. (For further information see pp. 34–41.)

The Congregational Training School for Women, incorporated in 1909 to meet the increasing demand for women with professional training for religious work, was merged with the Seminary in 1926.

LOCATION AND BUILDINGS

The Seminary has a strategic location immediately adjacent to the University of Chicago and seven miles southeast of the business section of Chicago known as the "Loop." It is one block north of the Midway Plaisance, halfway between Washington and Jackson parks, and about one mile from Lake Michigan.

The main building of the Seminary, completed in 1928 and pictured on the cover of this catalogue, embodies several units as follows: The Graham Taylor Assembly Hall, including the offices of business adminis-

tration; The Henry M. Hooker Hall, with library, stack rooms, faculty offices, dormitory rooms, and the Clarence Sidney Funk Cloisters adjoining; The Victor Fremont Lawson Tower; The Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. It is located on Fifty-eighth Street between University and Woodlawn avenues. Across the street at the corner of Fifty-eighth Street and Woodlawn Avenue are the two residence halls for women—Fensham House and Woodlawn House. All mail, telegrams, and baggage should be addressed to 5757 University Avenue. Still farther east on Fifty-eighth Street is the president's residence, and, beyond that, at Fifty-eighth Street and Kimbark Avenue is Kimbark House, which contains a co-operative dining club on the first floor and apartments for married students above. Adjoining Kimbark House is Montgomery Hall, which also has apartments for married students.

GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were "created a body politic and corporate, to be styled 'The Board of Directors of The Chicago Theological Seminary,' and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also gives the directors "power to confer such degrees as are consistent with the object of the Institution."

According to the constitution (including amendments to June 7, 1927) the Board of Directors calls a convention every third year "for the purpose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require." The next Triennial Convention will meet in 1942.

Under the authority of the charter the constitution further provides for an Executive Committee of twelve elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors."

The Board of Visitors is chosen, one each, by the State Conferences of Congregational Churches of the states represented at the Triennial Convention. They visit the Seminary annually and make reports to their respective Conferences concerning its condition.

REQUIREMENTS FOR ADMISSION

The application for admission to the Seminary calls for a credential as to church membership and for two acceptable character testimonials. For admission as a regular classified student, the Seminary requires a college preparation attested by a Bachelor's degree of recognized worth. Seminary students are also admitted to membership in the University, with all its advantages, on the basis of their college credentials which are valuated by the University Examiner at the Seminary's request.

Students and graduates from accredited seminaries are admitted to advanced standing upon presenting satisfactory certificates.

A limited number of special students may be admitted by vote of the Faculty to a year of resident work. Such students must have had a considerable portion of a college course and must show by maturity and training that they are prepared to undertake the proposed subjects.

Pretheological courses.—Students who expect to enter the Seminary are advised to take the following courses in college: biology, 1 course; economics, 1 course; English composition, 2 courses; English literature, 2 courses; general history, 2 courses; foreign language (preferably modern), 2 courses; philosophy, 1 course; psychology, 1 course; social psychology, 1 course; sociology, 1 course. If, on entering the Seminary, students are deficient in any of these courses, the deficiency must be made up by special reading courses and examinations set by the Seminary Faculty or by courses in the University or elsewhere.

Within the first two weeks after entrance students are expected to secure a health examination through the Student Health Service of the University (see pp. 34–35).

FEES AND EXPENSES

Each student registering in the Seminary pays a quarterly registration fee of $3.00. There is no tuition fee, but a library and incidental fee of $25.00 per quarter is charged each student. Diploma fee, on graduation, is $10.00, or $15.00 if a hood is desired.

For those living in the men's residence halls, the care of room (including daily service, bedding, furniture, heat, and light) amounts to $35.00 per quarter ($55.00 per quarter for all non-Seminary students). A limited number of double rooms is available at a quarterly charge of $30.00 to each student.

To married students, the Seminary also offers five furnished apartments (with kitchen facilities) at $30.00 per month each; and six apartments (without kitchen equipment) at prices ranging from $17.50 to $30.00 per month.

Other expenses vary according to the individual standards of living. Meals may be secured at the University of Chicago Commons (cafeteria) or at near-by restaurants. Seminary students also conduct two co-operative dining clubs, one at Kimbark House and the other at Woodlawn House. Both operate on the Rochdale plan and are open to both men and women. The cost of board at Kimbark Co-operative is slightly less than that of Woodlawn Co-operative, which is approximately $5.00 per week. Woodlawn Co-operative provides a limited number of full-time board jobs, while Kimbark Co-operative provides an opportunity for any member to earn a portion of his board.

Room and incidental fees are payable quarterly, in advance, at the time of registration. Failure to pay fees promptly leads to penalties and may also result in the refusal of admission to classes. Fees may not be charged against stipends or scholarships but must be paid as a separate transaction.

After the fifth day of the quarter, to secure membership in the Seminary, the consent of the Director of Studies and the payment of a fee of $5.00 for late registration will be required.

STUDENT EXPENSES

(An estimate based on costs in 1939–40)

Minimum without Board	Per Quarter	Three Quarters
Registration fee	$ 3.00	$ 9.00
Library and incidental fee	25.00	75.00
Care of room, light, and heat	35.00	105.00
Laundry and pressing	20.00	60.00
Incidentals, carfare, recreation	25.00	75.00
	$108.00	$324.00
Expense for board if in Kimbark Co-operative (approx.)	50.00	150.00
Minimum total	$158.00	$474.00
Cost of alternative board if in Woodlawn Co-operative.	60.00	180.00
Alternative total	$168.00	$504.00

STUDENT FIELD WORK AND OPPORTUNITIES FOR SELF-HELP

Opportunities for supervised field work are as follows:

Field-work assignments.—Through its relationship with the churches, neighborhood houses, and settlements of the city, the Seminary is able to

offer to a limited number of qualified students who maintain certain scholarship standards the opportunity to work as group leaders and counselors in both Sunday and weekday activities under the joint supervision of the Seminary and the respective institutions. An Annual Field-Work Stipend of $212.50 for the academic year (paid in 8½ monthly instalments of $25 beginning November 1) is paid each student who is selected to work on this basis. These appointments are open, during their first year of residence only, to candidates for degrees who carry a full course and maintain a satisfactory scholarship record. Special students may receive such assignments only provisionally and by special vote of the Committee on Student Relations and Scholarships. All who receive such field-work assignments are members of the "Field-Work Course" (P.T. S311), which provides opportunity for report and discussion of situations met on the field.

Part-time positions.—The Chicago Congregational Union and the Seminary co-operate with certain churches in Chicago in the support of a limited number of students as pastors' assistants, directors of religious education, directors of work with boys and girls in neighborhood houses, and other forms of leadership. These positions carry a much larger measure of responsibility than ordinary field-work assignments and are open only to properly qualified students whose scholarship record is satisfactory and whose experience has been such as to prepare them for more exacting supervisory duties. These positions pay $65 a month and normally are open to students during their second and third years of residence in the Seminary.

Student pastorates are available in a limited number. Since class sessions ordinarily are held only on Tuesday, Wednesday, Thursday, and Friday of each week, students may spend the week-end on their fields even though at a considerable distance from Chicago. Such field work may be registered for supervision from the Seminary. These rural and town pastorates are open only to mature students of ability and experience.

Research assistantships under the Department of Research and Survey of the Chicago Congregational Union, in co-operation with the Seminary's Department of Social Ethics, are available to especially trained persons who are qualified as advanced students.

Other forms of work may sometimes be obtained, such as service in the University dining-halls, clerical work, desk duty in offices, and library assistantships. The settlements, neighborhood houses, and institutional church centers occasionally find places for experienced workers.

The University's Bureau of Vocational Guidance and Placement maintains a part-time employment service available to Seminary students.

Summer service as pastors, assistants, or vacation-school directors can

be secured by a limited number of students through the Congregational Church Extension Boards or the State Conferences. Other specialized forms of summer employment include positions as camp counselors, directors of recreation, and assistants in hospitals.

SCHOLARSHIPS AND FELLOWSHIPS

Six Entrance Scholarships, of $500 each for the academic year, may be awarded to entering students of high scholarly attainments, nominated by their college presidents from the Senior class each year or from the preceding Senior class. Preference is given to students from Congregational colleges or to Congregational students from other colleges and universities.

Four Junior Fellowships, of $500 each, may be awarded each year to students of outstanding scholarship and ability in the second- and third-year classes. Recipients of these junior fellowships will be assigned to various departments for special work. They are not to engage in outside activities for financial remuneration. These fellowships are entitled the Isbell, Newmann, Patton, and Davis junior fellowships.

The Mary B. Hibbard Curtis Research Scholarship of $500 may be awarded to a student undertaking some definite research project.

Rural and Missionary Scholarships, paying $50 a quarter, are awarded to a limited number of pastors of small churches to enable them to attend the Seminary.

A Hawaiian Scholarship of $300 is normally awarded to a properly qualified student from the Hawaiian Islands.

One Foreign Missionary Fellowship may be awarded each year to some missionary home on furlough and nominated by the American Board.

The Ford and Blatchford Fellowships may be awarded in alternate years to the most distinguished member of each graduating class who has studied three years in the Seminary. These pay $1,000 a year for one or two years and thus provide for graduate study, normally and preferably abroad.

The Lucretia Ambrose Walker Prize of $50, for the best essay on a topic set by the Department of Christian Theology.

LOANS

The Congregational Education Society lends money to approved students preparing for the Congregational ministry on an extended term repayment agreement. Temporary emergency loans on a strictly business basis, with a signed note and definite repayment date, may be made for small amounts by the Seminary, but only to meet very critical need.

RESPONSIBILITIES OF AIDED STUDENTS

Holders of scholarships are expected to serve as student aids and ushers on formal Seminary occasions and to set a high standard of study and intellectual endeavor.

It is also assumed that all who receive financial aid from the Seminary, either directly or indirectly, will recognize certain basic obligations as implicit in such a relationship. It goes without saying that among these, of course, are a personal life of the highest Christian character and a purpose to pass on any benefits received by gracious and unselfish service to others. Conscientious scholarship, loyal co-operation in the active life of the Seminary, attendance at its stated gatherings, and a constant effort to promote its *esprit de corps* are also ways in which an appreciative spirit will find expression.

THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

Women are admitted to the Seminary upon the same terms as men and have equal opportunities in student field work and in becoming candidates for scholarships. The Seminary trains them for religious leadership as directors or teachers of religious education, church assistants, instructors in weekday religious education, missionaries, or social service workers.

The course of study for each student is worked out in the light of previous preparation and credits sought. The range of courses is wide, including religious education, parish work, church administration, social ethics, worship, music, personnel work, drama, and survey courses in Bible, church history, and missions. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary.

For the two-year professional sequence leading to the Seminary's Master of Arts degree see pages 17–19.

HAMMOND AND UNIVERSITY LIBRARIES

Hammond Library comprises 44,225 books and magazines and 7,575 pamphlets. The library unit consists of the reading-room and three levels of stacks immediately below it. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty. It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in the Middle West. Its most valuable collection, comprising 200,000 original letters, is the archive of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country.

The University library and the library of the Divinity School are also available to Seminary students for general theological study and for research. These libraries total over 1,500,000 bound and catalogued volumes.

THE ALDEN-TUTHILL LECTURESHIP

This foundation provides each year for a series of lectures upon the subject of religion on some frontier of modern life. In 1940 the lecturer was Professor Halford E. Luccock, of the Yale Divinity School, whose subject was "In a Minister's Workshop." Earlier lecturers on this foundation were Professor John C. Bennett, of the Pacific School of Religion, on "Current Theological Perplexities," Dean Willard L. Sperry, of Harvard Divinity School, on "The Public Prayers of the Church," Dr. Arthur E. Morgan on "Business and Government," Professor William E. Hocking on "Foreign Missions," the Honorable Henry A. Wallace on "Religion and Agriculture," Dr. Richard C. Cabot on "The Minister, the Doctor, and the Patient," and Professor Richard Niebuhr on "The Kingdom of God in America."

THE INTERSEMINARY MOVEMENT

All students in The Chicago Theological Seminary are members of the Interseminary Student Union of the Chicago area, and many are actively engaged in its program. The president of the Interseminary Council of the Chicago area this past year was from C.T.S., and a C.T.S. student is the present secretary on the Council.

Meetings this past year included a student retreat in Evanston, held upon the campuses of Garrett Biblical Institute and Seabury-Western Theological Seminary; an Institute of Human Relations, held in co-operation with the Chicago Round Table of Jews and Christians; and the sixteenth annual banquet of the Interseminary Student Union of Chicago, featuring Luther Tucker, secretary in the Far East of the Student Christian Movement. A spirited basketball tournament was held with six seminaries participating. Several issues of the *News Bulletin*, the Interseminary paper, were published and distributed to the member seminaries. Student and Faculty speakers were exchanged. Small retreats were held in the various seminaries with Roy McCorkel, executive director of the Interseminary Movement of the United States, as discussion leader.

The program for the year 1940–41 includes the exchange of student and faculty speakers, Interseminary retreats for fellowship and study, the publication of the Interseminary paper, a competitive athletic program, co-operation with the Chicago Church Federation, and seminars on various ecumenical problems suggested by the Universal Christian Council.

STUDENT ACTIVITIES

Physical development, fellowship, discussion, artistic expression, and spiritual devotion all find a place in Seminary life.

Students participate in the University intramural athletic program in touch-football, basketball, handball, baseball, track, tennis, table tennis, swimming, wrestling, and boxing, and also in the Interseminary Basketball League. In the 1939–40 season the C.T.S. basketball team were the intramural champions of the University of Chicago and, for the second consecutive season, champions among the independent teams. The C.T.S. hoopsters also emerged victorious in the Interseminary Basketball League, winning possession for one year of the John Timothy Stone Five-Year Trophy, awarded for the first time this year, and thus gaining a "first mortgage" on the permanent possession of the cup.

"Kaffeeklatsch" every Tuesday evening provides opportunity for discussion. Wednesday afternoon teas, Thursday Fellowship, and formal and informal parties at least once a month maintain a social balance to the strenuous curriculum.

The Seminary, University, and city are rich in musical, dramatic, and other cultural opportunities. Students may take part in the productions of the Seminary Players, participate in radio programs, and receive practical training in musical appreciation and choral technique in the Seminary choir.

The camaraderie of dormitory life offers every possible advantage for discussion groups and the informal consideration of student problems. Kimbark Co-operative and Woodlawn Co-operative give practical experience with some of the co-operative techniques for religious leaders. The student council, elected each quarter, offers opportunity for the exercise of executive ability in student affairs.

Bond Chapel Worship Services twice a week, conducted by faculty members, students, and visiting leaders; the Seminary Vesper Service each Wednesday afternoon; and the matin period before classes in the Thorndike Hilton Chapel—all these help to train students in conducting religious services and provide welcome periods of meditation and spiritual refreshment.

REQUIREMENTS FOR DEGREES

The Seminary grants its degrees to regular students who complete the full course and maintain an honorable character throughout (see p. 9 for requirements for admission).

All students, upon entering or soon thereafter, are required to take two tests: (1) English vocabulary, reading, and placement test. (Those who do not pass this test will be required to make up the deficiency.) (2) A

preliminary speaking and reading test. On the basis of this test students will be assigned to that course in Speech best adapted to make them more effective speakers and readers.

Students from other theological schools may be given advanced credit, based upon the standing of the school and the character of the credits. However, all candidates for the Seminary's degrees must do regular work (three courses a quarter) in residence during not less than three quarters and must satisfy the requirements of the Seminary for the particular degree sought.

A. THE BACHELOR OF DIVINITY DEGREE

The regular course includes (1) thirty units of credit (the thesis is counted as one of these credits); (2) such practical field work as any particular course may require; (3) the preparation of a graduation thesis, together with an oral presentation of the thesis to the Faculty; (4) a comprehensive examination designed to test: (*a*) the student's capacity to bring to the solution of the problems of the minister all his resources of knowledge and skill; (*b*) his mastery of the material and methodology in each of the following fields:

The Bible	Social Sciences in Religion
Church History	Parish Ministry and Religious Education
Theology	Religion and the Arts

Each of these subjects has an important contribution to make to a well-balanced professional preparation. The churches look to their leaders for guidance in all of them. Every student should plan his course accordingly.

No student will be admitted to candidacy for the degree of Bachelor of Divinity until he has established his Senior standing. Senior standing is voted by the Faculty to such students as give evidence of academic ability and personal qualifications for religious leadership and who have fulfilled the following requirements: (1) made up deficiencies in college courses (see p. 9); (2) passed the English test (see p. 9); (3) consulted with the Director of Studies about vocational and curricular plans; and (4) passed a final test in speaking and reading. Application for Senior standing should be made in writing during the quarter prior to the student's last three quarters of study.

On receiving Senior standing, the student will be put in the care of a member of the Faculty in whose field he intends to place the major emphasis of his course and under whose direction he will write his graduation thesis.

The graduation thesis must be prepared under the direction of an instructor in the chosen department upon a subject approved by November 1 of the final academic year. After its acceptance in final form by the

professor under whose direction it is written, ten weeks before graduation, an abstract must be made and the thesis presented orally to the Faculty eight weeks before graduation. Two bound copies of the thesis, typewritten or printed, must be furnished the Seminary before graduation.

The comprehensive examination is given in the fourth week before the end of the Spring Quarter. Only students completing residence requirements previous to or in the quarter in which the comprehensive examination is given may take the examination.

The regular course is usually distributed over three years, but by study during summer quarters the time may be shortened to two and a quarter calendar years.

Regular classroom work equals at least three fifty-minute periods a day for four days a week. Each period continued throughout a quarter of approximately twelve weeks constitutes a course, which is the unit of credit. As a rule, not more than three and a fraction courses may be taken in any one quarter for credit.

Students wishing to receive credit for incomplete courses must make up the deficient work by the end of their next quarter in residence, or, if out of residence, within eighteen months after the quarter in which the Incomplete was received.

Students who have done their work for two years or more in the Seminary and whose standing throughout the course is of unusual excellence are awarded the degree "with honor," "with high honor," or "with highest honor."

B. THE MASTER OF ARTS DEGREE

The Seminary has recently established three professional courses leading to its own Master of Arts degree. (This degree is not to be confused with the Master of Arts degree granted by the University of Chicago; see p. 34.) These three sequences are as follows:

Religion and the Arts, designed to provide special preparation for those who as pastors or assistants or in some other capacity will have the direction of cultural and leisure-time activities in a modern parish.

Church Social Work, designed to provide special preparation for those who expect to become church social workers.

Religious Education, designed to provide special preparation for those who expect to have the direction of religious education in a modern parish.

The Master of Arts degree in Religion and the Arts and in Religious Education requires the following:

1. The degree of Bachelor of Arts from an accredited college, or an equivalent degree. Deficiencies in general cultural undergraduate courses, or in foundational studies which they presuppose, may be met by com-

pleting the necessary courses in the University of Chicago, or other accredited colleges or universities, or by passing examinations.

2. A total of sixteen courses as follows:
   a) Eight foundational courses, selected after conference with the Director of Studies and chosen from the following departments (excepting the department in which the student specializes): Old Testament, New Testament, Church History, Christian Theology, Social Sciences in Religion, Preaching and Parish Ministry, Religious Education, Religion and the Arts, Speech.
   b) Four specialized courses in the field of the student's specialization, i.e., in Church Social Work, Religion and the Arts, or Religious Education.
   c) Three elective courses either in the Seminary or in the University in cognate fields.
   d) At least one course in supervised field work. In addition, candidates for the degree in Religion and the Arts must have one course in drama-directing; candidates for the degree in Religious Education must have a second course of supervised field work in a church school.

The course leading to the Master of Arts degree in Church Social Work is designed to provide special preparation for those who expect to become church social workers. Before the degree will be granted, the candidate must have taken a graduate degree in some recognized school for social work. Candidates for the degree in Church Social Work must take nine courses in the Seminary calculated to help the student acquire an understanding of religion and its significance for personal and group ministry. These courses shall include: Two courses designed to give an understanding of the religion of the Old and New Testaments; one course in Church History; two courses in Social Ethics; one course in Pastoral Counseling. Supervised field work will be required in the Seminar for the Clinical Training of Theological Students held every summer at Elgin. Candidates must also pass the Senior speech test. In the fulfilment of these requirements the following catalogue courses are recommended:

1. N.T. S301. The Religion of Jesus; or, N.T. S300. Survey of the New Testament
2. P.T. S336. The Old Testament as English Literature
3. C.T. 309. Representative Christian Thinkers
4. C.T. S300. Basic Christian Beliefs I
5. C.T. S301. Basic Christian Beliefs II
6. P.T. S334. Religious Drama Practicum
7. C.T. 343. Development of the Social Conscience of the American Church

8. C.T. S349. Community and Institutional Analysis
9. P.T. S316. Pastoral Counseling

Acceptable alternates:

O.H. 307 or 308. Old Testament History, for P.T. S336 (No. 2 above)
C.T. S358. Sociology of Religion; or, C.T. S359. Social Disorganization and Personal Morale, for C.T. S301 (No. 5 above)

3. Application for candidacy must be filed with the Director of Studies by November 1 of the final academic year. Before this application can be filed, the student's choice of a field of interest, of a thesis subject, and of proposed specialized and elective courses must have been approved by the student's adviser.

4. A satisfactory thesis, on an approved subject, written under the direction of the adviser in the field chosen, and presented to the Faculty in an oral interpretation. Two typewritten bound copies are to be furnished the Seminary before graduation.

5. A final comprehensive examination.

6. Courses from other graduate institutions may be presented for credit provided they are approved by the Director of Studies, but at least nine of the sixteen courses must have been taken in the Seminary.

Students may not take a Master of Arts degree and a Bachelor of Divinity degree in the same field.

It is theoretically possible for a student to secure both these degrees in nine quarters of residence; but it is not advisable to do so, partly because of the extra work involved in a second thesis and partly because the exigencies of a time schedule often interfere with the possibility of selecting the courses appropriate for the foregoing degrees within the nine quarters. Students therefore may expect, and are advised, to spend at least ten quarters in residence if they desire to take both degrees.

Courses of Instruction

FIELDS OF INSTRUCTION

I. Biblical Studies
   A. Old Testament
   B. New Testament

II. Historical and Theological Studies
   A. Church History
   B. Historical Theology
   C. Contemporary Theology
   D. Philosophy of Religion

III. The Social Sciences in Religion
   A. Social Ethics and the Sociology of Religion
   B. Psychology and Mental Hygiene

IV. Preaching and Parish Ministry
   A. Preaching and Pastoral Care
   B. Religious Education
   C. Missions

V. Religion and the Arts
   A. Public Speaking
   B. Biography, Literature, Drama, Arts and Crafts
   C. Music

A NOTE TO STUDENTS ON COURSE SELECTION

Every student for the ministry should select his courses so that by the time he graduates he will have an understanding of:

1. *The spiritual experience of the past* as recorded in the Bible and elsewhere and interpreted in the thought of the great theologians and philosophers.

2. *The needs of human beings today*, individual and social, as revealed by the social sciences.

3. *The arts and skills of bringing the spiritual experience of the past and the resources of a living Christian faith to the individual and social needs of people today.*

This Seminary is continually striving to adapt its curriculum to provide such an understanding. It has pioneered in the introduction of new features to meet the needs of succeeding generations. Hebrew and Greek

have been made elective. Courses in Social Ethics, Psychology, Mental Health, Religious Education, Biography, Literature, Drama, and Music have been added to the traditional disciplines in Bible, Theology, Church History, and Homiletics; and these disciplines themselves have been re-oriented in the light of contemporary needs.

Each student is expected to work out his own curriculum (in consultation with the Director of Studies), including such courses are as essential to his professional training. In order to assure an adequate spread of courses, and in view of the comprehensive examinations, every student is advised to take at least two courses in each of the following fields: Old Testament, New Testament, Church History, Theology, the Social Sciences in Religion, Parish Ministry, Religious Education, and Religion and the Arts. Of the twenty-nine courses necessary for the B.D. degree, the required courses are: Bible, four; public speaking, one; supervised field work, one; P.T. S328, a half-course, "Senior Conference on Practical Problems of the Minister," and P.T. S322, "Church Administration."

The biblical requirement includes the New Testament course, "The Religion of Jesus" (N.T. S301), and one other introductory course in the New Testament (N.T. S302 or S304); two introductory courses in the Old Testament (O.H. 307, 308, or 309). For one of the latter may be substituted a course on the use and appreciation of the Bible offered by the Department of Practical Theology (P.T. S301) or the course, "The Old Testament as English Literature" (P.T. S336).

Supervised field work is related to the type of activity for which the student is fitting himself and may be taken as the situation warrants.

Twenty-one and one-half courses are open to the free election of the student, in consultation with the Director of Studies. Approximately three hundred courses of study are listed in the following pages. Unlisted courses in various departments of the University may be drawn upon in curriculum construction for the individual student.

During his third quarter in residence each student shall review his decision to enter upon Christian service; he shall also present to the Director of Studies a tentative curriculum for the rest of his course covering the various fields of theological instruction.

It is desirable for students so to plan their work that they will have, during the last quarter, only two or two and one-half courses, in order to free their time for preparation for the comprehensive examinations.

Courses meet daily, Tuesday to Friday, during the twelve weeks of a quarter. A half-course meets for two hours a week during a quarter. Three courses or three courses and a fraction usually constitute full work for a quarter. Courses having "S" prefixed to the number are given by Seminary instructors; others are given by instructors who are members of both

the Seminary and the Divinity School faculties, or by instructors in the University.

Students register at the opening of each quarter with the Registrar of the Seminary for all courses taken, whether in the Seminary or University. No payment of fees for University courses is necessary if students meet the academic standards set by the University. A student is allowed to register as visitor in one course only.

The following courses are scheduled for the year 1940–41 (Autumn, Winter, and Spring quarters; the Seminary offers no instruction during the summer of 1940).

For the courses offered by the Divinity School see pages 37–41.

I. BIBLICAL STUDIES

This Seminary is a member of the American Schools of Oriental Research which carries on archeological studies in Bible lands. This opens up possibilities of study in Palestine for our students.

A. Old Testament

The Seminary and the Divinity School both make use of the Department of Oriental Languages and Literatures of the University of Chicago for instruction in the Old Testament. Three introductory courses (O.H. 307, O.H. 308, and O.H. 309) will give the student an understanding of contemporary interpretations of the Old Testament. At least one of them is required for the B.D. degree (see p. 21). They may be supplemented by courses designed to facilitate the use of the Bible in preaching and teaching, e.g., P.T. S301, S336.

The courses offered by Professor Irwin, though not prefixed with the letter "S," count as Seminary courses and may be taken without regard to the two-and-one rule.

In addition to the introductory courses in the Old Testament, the Department offers for specialized study a wealth of courses in the language, literature, and culture of the ancient Near Orient, including Akkadian, Arabic, Aramaic, Egyptian, Hebrew, Hittite, Islamic, Syriac, and Sumerian.

1. Old Testament History

O.H. 307. Old Testament History I.—The beginnings of Old Testament literature and history. Autumn, Irwin.

O.H. 308. Old Testament History II.—History and prophecy. Winter, Irwin.

O.H. 309. Old Testament History III.—History and Judaism. Spring, Irwin.

2. Language and Literature

O.L.-O.T. 427. Poetic and Didactic Literature I. Psalms.—Winter, Irwin.

O.L.-O.T. 428. Poetic and Didactic Literature III. Job.—Autumn, Irwin.

B. New Testament

The entering student will naturally begin his work in the New Testament with the course, "The Religion of Jesus" (S301), offered every year in the Autumn Quarter. This may be followed by an introduction to the Letters of Paul and other early Christian writings (S302 or S300). In a third course (S304) the student may review the other religions of the Empire and learn the fascinating story of how the Christian gospel met them on their own ground.

Students who wish to specialize in New Testament for the B.D. degree are advised to select three or more additional courses which shall include one upon the Life of Jesus, one upon the Religion of Paul, and one upon the Gospel of John. Students may obtain the degree of A.M. in New Testament given by the University of Chicago. The requisite courses and other requirements may be determined in consultation with the University chairman of the Department.

The New Testament Club of the University and Seminary holds meetings once in three weeks for the review of current literature and the discussion of subjects connected with New Testament study.

1. Introductory Courses

N.T. S300. Survey of the New Testament.—This course surveys the entire content of the New Testament in the light of modern scholarship. It is designed to give students an understanding of the great personalities, themes, and events as described in the Gospels, the Acts, the Epistles, and the Book of Revelation. It is adapted to students who can take only a minimum of work in this field. Winter, 1942, Robinson.

N.T. S301. The Religion of Jesus.—The relation of Jesus to Judaism; his ideal of personal character; his prayer life; teaching about the Kingdom of God; the inner dynamic of his religion. Autumn, Robinson.

N.T. S302. The Literature of the New Testament.—Occasion, purpose, and content of each book of the New Testament, with special emphasis upon Paul's letters in relation to his career and upon the Synoptic Gospels in relation to one another and to their sources. Spring, Robinson.

N.T. S304. Growth of Early Christianity.—Judaism in the time of Jesus, early Jewish Christianity, the religions of the Roman Empire, the message of Paul, and the Gospel of John in the light of contemporary ideas. Spring, 1942, Robinson.

2. History and Teaching

N.T. S310. Problems in the Life of Jesus.—The birth of Jesus, his baptism, temptation, messiahship, miracles, crucifixion, resurrection, and second coming. Research. Autumn, Robinson.

N.T. S313. The Life and Religion of Paul.—Paul's character as a man; Jewish religious ideals; Hellenistic influences; significance of his conversion; his Christian message in relation to Greek popular philosophies and religions; the social import of his teaching. Autumn, 1941, Robinson.

N.T. S316. Contribution of the Papyri.—History of their discovery and publication; lines along which they have influenced New Testament interpretation; reading of selected texts. Robinson.

3. Interpretation

N.T. S356. The Gospel of Luke.—Interpretation; comparison of accounts; teachings of the parables; general view of Jesus' ministry and mission. Winter, 1942, ROBINSON.

N.T. S358. The Gospel of John.—Essential characteristics; author and purpose; Johannine conception of Jesus; interpretation of chapters of the Gospel in the light of the Ephesian situation and the religious language and ideas of the time. Spring, ROBINSON.

II. HISTORICAL AND THEOLOGICAL STUDIES

In the fields of Church History and Historical Theology the combined resources of the Seminary and the University make possible the offering of a great variety of courses. *First*, general courses intended to give the student a view of the development of the life and thought of the church from the beginning to the present day. Some of these courses are surveys of special phases of Christian history. *Second*, special courses covering more limited chronological fields or devoted to the study of particular movements or particular countries. Students who desire to specialize in Church History or Historical Theology have an opportunity to study the general and special problems of the various historical types of Christianity in its expansion to all parts of the world since the days of the Roman Empire.

Students who are preparing for the pastorate are advised to take courses C.H. 304, C.H. 305, and C.H. 306. Candidates for the B.D. degree in Church History are required to take, in addition to the foregoing courses, four other courses in Church History or Historical Theology selected in consultation with the instructor.

Candidates for the B.D. degree in Historical Theology are required to take courses C.T. 321, C.T. 322, C.T. 323, and four other courses in Historical Theology or Church History selected in consultation with the instructor.

A. CHURCH HISTORY

1. History of Western Christianity

C.H. 304. History of Ancient Christianity.—A survey of the beginnings and development of early Christianity—both East and West, to *ca.* A.D. 800; Christianization of the European nations. Autumn, SPINKA.

C.H. 305. Christianity in the Middle Ages and the Reformation Period (800–1600).—This course surveys briefly the period of the Middle Ages, particularly scholasticism, the Great Schism, and the early reforming attempts, and then places the chief emphasis on the period of the Reformation. Winter, SPINKA.

C.H. 306. History of European Christianity in Modern Times. (1600——).—A survey course stressing particularly the rise of various Protestant communions, the period of Pietism, of the Enlightenment, and the nineteenth-century theological development, culminating in the ecumenical movement. Spring, SPINKA.

C.H. 308. Congregationalism in American Culture.—A survey of the history of Congregationalism from its English origins throughout its American development. ½C. Spring, SPINKA.

The Thorndike Hilton Memorial Chapel at the Chicago Theological Seminary

© Chicago Aerial Survey Co.

An Aerial View of the University of Chicago Neighborhood. The

Points to the Main Building of the Chicago Theological Seminary

Scene from "A Pageant of Worship" Written by Students in Our Pageant-Construction Class and Presented by the Drama Workshop of the First Congregational Church of Los Angeles

A Typical Audience of Ministers' Week

2. History of Eastern Christianity

C.H. 307. Modern Movements in the Eastern Orthodox Churches.—A survey of the modern religio-philosophical movements in the Russian Orthodox church from about the middle of the nineteenth century to the present. It includes consideration of men like Khomyakov, Dostoyevsky, Solovev, Berdyaev, as well as similar movements in other Orthodox communions. Autumn, SPINKA.

C.H. 310. History of Eastern Orthodox Christianity.—The rise and development of the Byzantine church; the Great Schism, and the causes of the downfall of the Byzantine Empire; the rise and development of national Orthodox churches of the Balkans and of Russia. SPINKA.

C.H. 359. Russian Christianity under the Soviet Regime.—The cultural background of the Russian Revolution; the gradual disintegration of the Russian Orthodox church; the antireligious activities of the Communist party and the Russian government. SPINKA.

C.H. 410. Seminar in the History of the Orthodox East.—Research in a specific period, to be determined in accordance with the interests and the previous preparation of the members of the class. Winter, SPINKA.

3. History of Religions and Missions

C.H. 309. New Trends in Modern Missions.—A survey of the history and the present status of the "Younger Churches" with a consideration of the problems confronting the modern missionary. ½C. Spring, SPINKA.

C.H. S370. History of Non-Christian Religions.—Origins of religion and its development into the great living religions of mankind with special emphasis upon the modern situation. SPINKA.

B. Historical Theology

C.T. 309. Representative Christian Thinkers.—A survey of the interpretation of the Christian religion as given by outstanding leaders in the classical periods of Christian history. PAUCK.

C.T. 321. History of Christian Doctrine I.—A survey of the doctrinal development of the ancient church from the beginnings of Christianity to Augustine and John of Damascus. Autumn, PAUCK.

C.T. 322. History of Christian Doctrine II.—A survey of the theological systems of the medieval Scholastics and the Reformers. Winter, PAUCK.

C.T. 323. History of Christian Doctrine III.—A survey of the development of Protestant thought from the period of Orthodoxy to the present. PAUCK.

C.T. 324. History of the Doctrine of the Church.—A survey of the expositions of the idea of the church, beginning with the New Testament and ending with the modern ecumenical movement. Autumn, PAUCK.

C.T. 326. The History of the Doctrine of Christ.—A study of the development of the doctrine of the person and work of Jesus Christ from New Testament times until the present. PAUCK.

C.T. 329. German Idealism and Christianity.—A study of the interpretation of Christianity as given by the German Idealists, especially Lessing, Kant, Fichte, Hegel, and Schelling. PAUCK.

C.T. 330. Catholicism and Protestantism.—A comparative study of the Christian churches, sects, and denominations from the viewpoint of their cultus, theology, and organization. PAUCK.

C.T. 421. The Cultural Significance of the Reformation.—A seminar on the theological, philosophical, and cultural interpretation of the Reformation as given by modern historians and theologians. PAUCK.

C.T. 422. Schleiermacher's Theology and Its Influence.—A research course on Schleiermacher's "Speeches on Religion" and "The Christian Faith" and their influence on modern Protestant thought. PAUCK.

C.T. 425. Ritschl's Theology and Its Influence.—A research course on Ritschlianism. Winter, PAUCK.

C. Contemporary Theology

The aim of the courses in Contemporary Theology is to enable the student to formulate his own systematic interpretation of the structure of the Christian faith in relation to contemporary knowledge and experience.

The year's work in "Basic Christian Beliefs" (S300, S301, S302) is an introduction to the systematic treatment of the major Christian doctrines and includes a discussion of the leading viewpoints in contemporary Christian thought. At least one course of this series should be taken prior to the courses which give intensive study to special problems. Students taking only one course in Theology are urged to take S300 rather than to enter either S301 or S302, although on the advice of the instructor this plan may be altered.

Students who wish to major in Theology for the B.D. degree should plan their course with the instructor. Normally, the major will include the three courses in "Basic Christian Beliefs" and three other courses in Theology and related fields. In addition to the courses listed below, the student may select courses in Philosophy, Philosophy of Religion, and Theology offered by the Department of Philosophy and the Divinity School of the University of Chicago.

C.T. S300. Basic Christian Beliefs I.—Contemporary Christian faith interpreted in the light of modern knowledge and in relation to the needs of the modern world. Part I will include the nature of Christian theology, the doctrines of God, man, and general revelation. Autumn, Williams.

C.T. S301. Basic Christian Beliefs II.—Continuation of S300. This quarter devoted to contemporary Christian doctrines of Christ, sin, salvation, immortality, and the Kingdom of God. Winter, Williams.

C.T. S302. Basic Christian Beliefs III.—This quarter devoted to doctrine of the church, its nature, sacraments, ministry, creeds, and confessions, with special attention to problems of faith and order arising within the ecumenical movement. Spring, Williams.

C.T. S303. The Christian View of History.—Seminar. Analysis of the historical and eschatological problems in contemporary Christian thought. The Christian interpretation of time and eternity, progress, the goal of history, the destiny of the individual. Winter, Williams.

C.T. S304. The Christian Experience of God in Contemporary Life.—The nature, interpretation, and value of the Christian experience of God in its contemporary setting. Analysis of the growth of experience of God through prayer, worship, critical thought, and ethical activity. Spring, Williams.

C.T. S305. The Christian Doctrine of Man.—Seminar. Discussion of selected contemporary Christian anthropologies and their relation to scientific, philosophical, and cultural aspects of the life of modern man. Autumn, 1941, Williams.

C.T. S308. Theology in the Church.—A joint course dealing with the problems and techniques of relating Christian faith to the practical ministry in preaching and religious education. Spring, 1942, Williams, Snyder, and Palmer.

C.T. S320. Christian Theology Today.—A course for ministers and other professional religious leaders who wish to review their theological thinking in the light of recent developments in Christian thought and in relation to the life and mind of the modern world. Meets two hours on Monday afternoons. ½C. Autumn, Williams.

C.T. S330. Introduction to Philosophy.—Introduction to the fundamental aims and methods of philosophical inquiry. Elementary consideration of logic, epistemology, metaphysics, and value theory, with selected readings in the history of philosophy. For graduate students with no training in philosophy. Meetings once or twice a week. Time to be arranged. No graduate credit. Autumn, WILLIAMS.

D. Philosophy of Religion

C.T. 362. Introduction to the Philosophical Study of Religion.—The method of philosophy; the nature of religion; outstanding contemporary philosophies of religion. Spring, WIEMAN.

C.T. 365. Religion and the Problem of Knowledge.—Criticism of the different alleged ways of knowing. What is the empirical method and how can it be used in religious inquiry? Prerequisite: C.T. 362 or C.T. 373. Autumn, WIEMAN.

C.T. 373. Christianity and Naturalism: Their Interrelations.—What is the most important feature in Christianity: What is naturalism? What these two can do for one another. The naturalistic meaning of some of the great doctrines of the faith. Autumn, WIEMAN.

C.T. 470. Seminar in the Problem of Knowledge.—Prerequisite: C.T. 362 or C.T. 373. Spring, WIEMAN.

III. THE SOCIAL SCIENCES IN RELIGION

A. Social Ethics and the Sociology of Religion

Christianity as a social force is always in touch with the social order. It comes in conflict with the social order in its ethical codes. The church as an institution is molded and shaped by the social forces which are abroad in society. Individual Christians meet the crises of their lives in the conflicts of the social order. In the courses planned in the Department of Social Ethics an attempt is made to recognize and evaluate these social contacts of Christianity. Great emphasis is laid on the study of the actual situations and in the report of these situations to the class by the case method. Because of the close alliance existing between this department and the economics and sociological departments of the University ample opportunity is given to the student to pursue studies not covered in the curriculum of the Seminary.

Courses given by Professor Holt, though not prefixed with the letter "S," are Seminary courses and may be taken without regard to the two-and-one rule.

C.T. 341. Introduction to Christian Ethics.—The basis, the function, and the contemporary task of Christian ethics; relation of ethics to theology; the nature of mores and their institutionalization; conditions demanding a reorientation of ethical thought in contemporary society; the church as an agency of individual and social moral control as illustrated by some concrete cases. HOLT.

C.T. 342. The Church and the Modern Social Order.—A study of social action and theory of the Christian church as it has confronted the succeeding social orders from its earliest period to the present. Winter, HOLT.

C.T. 343. The Development of the Social Consciousness of the American Church.—The social attitude of the American Protestant churches during the Colonial period, the settlement of the prairies of the West, and the modern industrial period. Autumn, 1941, HOLT.

C.T. S344. The Urban Community.—The nature of urban communities with special reference to their influences upon religious practices and institutions. KINCHELOE.

C.T. 346. Urbanization and Rural-Urban Conflict.—The conflict between urban and rural life, and its significance for the church. Spring, HOLT.

C.T. 348. Christianity and Modern Vocational Ethics.—An inductive study of the developing ethical codes of modern social groups. HOLT.

C.T. S349. Community and Institutional Analysis.—Methods of social investigation. Spring, KINCHELOE.

C.T. S350. The Rural Community and the Program of the Rural Church.—Autumn, KINCHELOE, GREENE.

C.T. 354. History and Philosophy of Philanthropy in America.—A historical survey of the relation of religion and philanthropy in the United States.

C.T. 357. The Church and the Family.—A historical survey and a description of the types of families in America. HOLT.

C.T. S358. Sociology of Religion.—Distribution of religious groups; relation of social unrest to rise of new movements; characteristics of the religious institution; social control exercised by religious groups. Winter, KINCHELOE.

C.T. S359. Social Disorganization and Personal Morale.—A sociological study of social disorganization and the relationship of personal morale to family, group, and community. Autumn, KINCHELOE.

P.T. S380. Christianity and Its World-Relations.—A constructive examination of the task and method of Christianity at home and abroad in the light of (*a*) the contemporary international situation and (*b*) the cultural history of Christianity itself. ½C. Autumn, MORRISON.

C.T. 400. Research.—Winter and Spring, AUBREY, HOLT.

C.T. S446. Research in Urban Religious Life I.—Methods of studying problems in urban religious development. Prerequisite: Consent of instructor. Autumn, KINCHELOE.

C.T. 447. Research in Urban Religious Life II.—Unusual problems developing in urban communities. Prerequisite: Consent of instructor. Winter, HOLT, KINCHELOE.

C.T. 448. Research in Urban Religious Life III.—Special attention given to the church in the urban community. Prerequisite: Consent of instructor. Spring, HOLT, KINCHELOE.

B. Psychology and Mental Hygiene

P.T. S316. Pastoral Counseling.—How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spring, PALMER, BEATTY.

P.T. S317. The Art of Ministering to the Sick I.—A general introduction to the task of ministering to sick and convalescent persons. Classroom work combined with practical experience calling upon patients in selected Chicago hospitals. Open to both men and women. Limited registration. ½C. Autumn, DICKS.

P.T. S318. The Art of Ministering to the Sick II.—Advanced course, open only to students who have had P.T. S317, P.T. S316, or who have secured special permission from the instructor. ½C. Winter, DICKS.

P.T. S327. Religion and Mental Health I.—An approach to the understanding of normal religious experience through the study of cases of inner defeat and inner victory. Autumn, BOISEN, BEATTY.

P.T. S329. Religion and Mental Health II.—This course presupposes P.T. S327 but will deal more directly with methods of handling maladjustments of personality. It will be based on problems illustrated in case studies of maladjusted individuals but will attempt at the same time to relate these to the significant problems of ordinary life. Winter, BEATTY, BOISEN.

IV. PREACHING AND PARISH MINISTRY

Preaching and parish ministry represent the established order of church work for many generations past but are to be dealt with in fresh and modern ways so that the minister may be equipped to meet the exacting demands of today. Courses include preaching, both in theory and in practice, church polity, and ministerial ethics, the organization and administration of local parishes, pastoral care, and the conduct of public worship. Courses in Missions indicate ecumenical interests beyond the local church. Supervised field work in churches and social institutions, together with a seminar for discussion of actual experiences in such situations, provides a laboratory as well as a classroom approach.

Religious education courses seek not only to train qualified young men and women to be directors of religious education with professional standards equivalent to those expected in secular education but also to equip the pastor to deal sympathetically and understandingly with youth, and to be the informed and stimulating guide of his church school and young people's program.

Certain courses in this department may be used toward the degree of A.M. granted by the University, subject to the regulations pertaining to that degree.

A. Preaching and Pastoral Care

P.T. S300. Principles of Preaching.—The planning of sermons: sources, topics, texts, introductions, outlines, illustrations, conclusions. Great sermons analyzed as to literary skill, effective organization, psychological insight, and spiritual power. Winter, Palmer.

P.T. S301. The Minister's Use of the Bible.—Autumn, 1940, Old Testament; Autumn, 1941, New Testament. Assumes a knowledge of critical scholarship; deals with literary forms, basic ideas, miracles, and other issues involved in the interpretative use of the Bible. ½C. Autumn, Palmer.

P.T. 303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Courses S300, 301, and Sp. 221, or their equivalents. Spring, Palmer, Gilkey, Edwards.

P.T. S311. Field-Work Course.—Reports, discussions, pertinent readings, and field supervision. Required of all students engaged in field work. Minimum of seven hours of field work and one conference period weekly throughout year. C. for three quarters. Autumn, Winter, Spring, Alderton.

P.T. S312. Christian Worship.—Structure of worship services. Source materials in classic liturgies and elsewhere. Public prayer. Creation of appropriate liturgical forms for various occasions. Relation to music and architecture. ½C. Winter, Palmer.

P.T. S316. Pastoral Counseling.—How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spring, Palmer, Beatty.

P.T. S322. Church Administration.—A comprehensive survey of the organization and activities of the modern church. Practical publicity and business methods. Congregational polity and denominational relationships. Ministerial ethics. *Required for B.D. degree.* Autumn, Palmer.

P.T. S328. Senior Conference on Practical Problems of the Minister.—Here President Palmer takes up with the Senior class topics of their own choosing. Instruction in church polity is given, especially as regards ordination, and an ordination paper is written. *Required for B.D. degree.* ½C. Spring, PALMER.

B. Religious Education

P.T. 340. Trends in the Educational Work of the Church.—An analysis of the processes involved in the educational work of the modern church for functions, objectives, organization, content, and procedure, with particular reference to trends and evaluation. Autumn, BOWER.

P.T. S342. Church School Organization and Programs.—Practical aspects of the church's work with children and youth methods of organization, curriculum problems and materials, enlisting and training leadership. The course will have reference particularly to the pastoral leadership of the educational program. Spring, SNYDER.

P.T. S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Spring, HAYDON.

P.T. S351. Adult Education in Church and Community.—The educational approach to programs of recreation, study, public discussions, and social action. Visits to forums, settlements, church centers, and social agencies. ½C. Winter, ALDERTON.

P.T. S353. The Development of Religious Personality I.—How the individual develops as a person throughout the life-span. His needs, persistent problems, and opportunities for optimum growth religiously. A course foundational for the development of educational theory and of a religious growth program for the individual from infancy to old age, and therefore for the total church family. The basic theories of personality growth and the period of childhood will be studied in this quarter's work. Autumn, 1941, SNYDER.

P.T. S354. The Development of Religious Personality II.—This will continue the work of the previous quarter with particular reference to adolescent and adult life. Winter, 1942. SNYDER.

P.T. 355. A Theory for Operative Christianity.—An analysis of the nature of religion and its functional relation to personal and social experience, with implications for the practical operations of contemporary Christianity. Autumn, BOWER.

P.T. 356. A Functional Curriculum for Teaching Religion.—Historical types, current theories of curriculum, the functional origin and use of the Christian tradition, processes involved in the organization of the content of Christian education, critical evaluation. Spring, BOWER.

P.T. 357. Technique of Teaching Religion.—Implications for the teaching of religion arising out of the nature of religion and its functional relation to experience. Critical analysis and evaluation of types. Spring, BOWER.

P.T. S358. Educational Theory and Practice.—Observation of teaching methods and mastery in practice. Recent developments in public-school systems, psychological guidance, and social movements. Historic teaching methods used by the Christian church. An educational methods course to equip students for a teaching ministry adequate for the church task today. Autumn, SNYDER.

P.T. S359. Planning of Summer Programs.—Practical planning for vacation schools, summer camps, young people's conferences, and religious services in larger parishes and varied types of summer fields. Review of materials, student field reports, and educational points of view underlying a varied program of recreation and religious activities. ½C. Spring, ALDERTON.

P.T. S361. Frontiers in Religious Education.—Each student will select some fundamental problem of an existing program of religious education and develop and carry through experimental plans. This will meet the field-work requirement of all majors in Religious Education when carried through the autumn and winter quarters. ½C. Autumn, SNYDER.

P.T. S370. Seminar in Construction of Curriculum Units.—Each student will construct a curriculum guide for some specific purpose and record the experiences of the group using it. Winter, SNYDER.

P.T. S371. Seminar in Religious Guidance of Children and Youth.—Individual and group guidance toward fuller living through religious and psychological approaches. Spring, SNYDER.

C. Missions

C.H. 309. New Trends in Modern Missions.—A survey of the history and the present status of the "Younger Churches" with a consideration of the problems confronting the modern missionary. ½C. Spring, SPINKA.

C.H. S370. History of Non-Christian Religions.—Origin of religion and its development into the great living religion of mankind, with emphasis upon the modern situation. SPINKA.

P.T. S380. Christianity and Its World-Relations.—(For a description of this half-course see its listing under Social Ethics on page 28.)

V. RELIGION AND THE ARTS

A. Public Speaking

The purpose of the courses in Public Speaking is to provide the three types of work necessary for the mastery of the methodology and skill required for effective public speaking by religious leaders. These types of work are (1) the development of adequate personal habits of speech, including habits of thought, language, voice, and action; (2) the oral interpretation of the cultural and religious heritage of literature; and (3) the power to carry the religious message of Christianity to the world through original speaking either in the field of preaching or in the field of teaching. In order to rise above the level of mere competency, the religious worker needs the benefits of each of these three types of study.

Candidates for the A.M. degree in Public Speaking are subject to the general University regulations for the Master's degree. All courses in Public Speaking, though not prefixed with the letter "S," are Seminary courses and may be taken without regard to the two-and-one rule.

Sp. 221. Fundamentals of Speech.—Advanced consideration of the four disciplines of speech: thought, language, voice, and action. Techniques for establishing good speech habits through functional integration of mental processes, language processes, and vocal and physical co-ordinations. Standards and methods of reading and speaking in public. Laboratory fee, $2.50. Autumn, Spring, EDWARDS.

Sp. 300. Interpretative and Choral Reading.—The art of interpretative reading applied to the Bible and to various forms of literature such as poetry, stories, and drama. Contributions of literary criticism and aesthetics to the oral interpretation of literature. Special study of choral reading, including: basic principles, selection of appropriate materials, types of choral reading, problems of directing, relation to literary appreciation and public performance, relation to the church, the theater, and the radio. Laboratory fee, $2.50. Autumn, EDWARDS.

Sp. 301. Radio Speech.—Special radio requirements of voice and diction. Poise, spontaneity, naturalness, and variety in radio speech. Microphone technique and the use of manuscripts. Preparation and delivery of radio talks. Problems of radio forums, round tables, panel discussions, and interviews. Radio reading of poetry, drama, and other literature. Laboratory fee, $2.50. Spring, EDWARDS.

Sp. 302. Voice and Phonetics.—The structure and functioning of the vocal mechanism, the nature of vocal sound, the psychological aspects of voice and phonetics. Techniques for establishing good habits of tone production, articulation, pronunciation,

and interpretative vocal variety. Standards for judging voice and phonetics in their relation to conversation, group discussion, public speaking, preaching, interpretative reading, and radio. Winter, EDWARDS.

P.T. 303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Course 301 and Public Speaking 221, or their equivalent. Spring, GILKEY, PALMER, EDWARDS.

Sp. 304. Theory and Practice in Persuasion.—The basis of the art of influencing conduct through speech. Analysis of factors which determine human conduct; evaluation of techniques of influencing conduct; relation of basic principles of persuasion to various types of speaking, including public address, radio, and preaching. Laboratory fee, $2.50. Winter, EDWARDS.

Sp. 305. Oral Interpretation of Literature.—EDWARDS.

Sp. 306. Oral Interpretation of Poetry.—Principles of aesthetics and literary criticism applied to the oral interpretation of poetry. The art of interpretative reading considered as a means of understanding, appreciating, and sharing the substance and patterns of classical and modern poetry. Evaluation of techniques for making poetry a significant experience in modern life. EDWARDS.

Sp. 307. Oral Interpretation of Drama.—EDWARDS.

Sp. 308. The Psychology of Speech.—Among the problems considered in this course are the following: the nature of speech; the development of speech in its relation to mental processes; vocal and physical manifestation of mental processes in speech; speech as a means of social adaptation and control; speech and personality. EDWARDS.

Sp. 309. The Teaching of Speech.—EDWARDS.

Sp. 310. The Literature of Public Address.—A critical analysis of great classic and modern speeches. Application on the results of this study to contemporary public address, preaching, and radio speaking. EDWARDS.

Sp. 311. Classics of Speech Criticism.—EDWARDS.

B. Biography, Literature, Drama, Arts and Crafts

Ministers and educators need increasingly the interpretation of life in literature, biography, drama, music, and the other arts. They need also stimulus to the imagination and creative expression which comes from study and practice of these arts. The following courses open to the student these sources of power.

P.T. S330. Religious Values in Modern Drama.—A study and discussion of the dramas of John Galsworthy, George Bernard Shaw, Eugene O'Neill, Maxwell Anderson, Philip Barry, Sidney Howard, Elmer Rice, Paul Green, T. S. Eliot, Sidney Kingsley, S. N. Behrman, P. V. Carroll, Thornton Wilder, and others, with special reference to their interpretation of the spiritual problems of our day. Spring, 1942, EASTMAN.

P.T. S331. Biographies: Thirteenth to Seventeenth Centuries, Inclusive.—Studies in the lives of religious leaders, statesmen, artists, writers, scientists, and philosophers who were significant in the spiritual life of their generations. Included will be Francis of Assisi, Dante, Savonarola, Da Vinci, Michelangelo, Luther, Milton, Cromwell, George Fox, John Bunyan, John Locke, and others. Autumn, 1941, EASTMAN.

P.T. S332. Biographies: Eighteenth and Nineteenth Centuries.—Studies similar to those in S331, but for the later centuries. Among the biographies may be those of John Wesley, Benjamin Franklin, Thomas Jefferson, Jonathan Edwards, J. J. Rousseau, Goethe, Robert Owen, Beethoven, Walter Scott, Wordsworth, Carlyle, Emerson, Darwin, Dickens, Browning, Ruskin, and others. Winter, EASTMAN.

P.T. S333. Religious Drama.—Historical survey of the relation between religion and drama, followed by a reading and analysis of forty plays of spiritual power. Autumn, 1941, EASTMAN.

P.T. S334. Drama Practicum.—A project course in the selection, direction, staging, and lighting of religious plays for the church or parish house. Winter, EASTMAN.

P.T. S335. Religious Drama Writing.—Project work in the creation of religious dramas. Prerequisite: S333 or S334. Spring, EASTMAN.

P.T. S336. The Old Testament as English Literature.—A study of the Old Testament in English for understanding and appreciation of it as literature. Spring, 1942, EASTMAN.

P.T. S337. Religious Journalism.—Practice in the art of expression through writing articles and editorials on religious subjects for various types of magazines, both secular and religious. Winter, 1942, EASTMAN.

P.T. S338A. The Literary Classics of Religious Significance: Prior to Nineteenth Century.—A study of some of the great poems, novels, and essays of importance to the spiritual life. Winter, 1942, EASTMAN.

P.T. S338B. The Literary Works of Religious Significance: Nineteenth and Twentieth Centuries.—Same as S338A, but for the nineteenth and twentieth centuries. Spring, EASTMAN.

Sp. 305, 306, and 307. Oral Interpretation.—EDWARDS (see "Public Speaking," p. 32).

P.T. S339. Christian Architecture.—Structural and aesthetic character of the historic styles; current movements in church building; symbolic decoration and practical problems. ½C. Autumn, VOGT.

P.T. S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Spring, HAYDON.

C. Music

Knowledge of music and taste in its selection are necessary parts of the equipment of every skilled pastor and church worker. All students with the necessary vocal and musical qualifications may sing in one or more of the several choirs at the University and are eligible to membership in the Seminary choir. Seminary students are also eligible for membership in the University of Chicago Symphony Orchestra. Opportunities to hear music are manifold both on the campus and in the various concert halls downtown.

Mus. S291. Church Music in History and Practice I.—A survey of the development of the music of the Christian church from early Latin hymns to Bach. Practice in sight-reading will be included. ½C. Spring, SPACH.

Mus. S293. Church Music in History and Practice II.—History of rise and development of hymns from Bach to the present. Practice in harmonic analysis will be included. ½C. SPACH.

The Chicago Theological Seminary and the University of Chicago

1. *Terms of affiliation.*—In its affiliation with the University of Chicago, the Seminary maintains its autonomy and power to grant degrees, appoint instructors, and control its property; and it agrees to conform to the standard of scholarship and quality of teaching approved by the Divinity School of the University. Its regular students are matriculants in the University and share the general privileges of such registration.

2. *The two-and-one rule.*—The principle governing the selection of courses is that a Seminary student may pursue work in any department of the University but that only one-third of his work in any quarter may be non-Seminary courses. (Under certain conditions exceptions are made to this rule for Seminary students who are candidates for the Master of Arts degree given through the Divinity School of the University of Chicago.) This privilege is open only to students who meet the academic standards imposed by the Seminary and the University.

3. *Exchange professors.*—Certain members of the Seminary Faculty (Holt, Pauck, and Spinka) are also recognized as members of the teaching staff of the Divinity School, and in return, certain University professors (Irwin, Wieman, and Bower) are carried on our Faculty roll as exchange professors. Courses under exchange professors are available to students of both schools without additional fees.

4. *University degrees.*—Seminary students may secure the degree of Master of Arts in one of the departments of the Divinity School, in accordance with the rules of the University. Detailed information regarding this degree may be found in the annual *Announcements of the Divinity School.* By proper distribution of courses, students may plan to secure the Master's degree at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary. Holders of the Seminary's degree of Bachelor of Divinity may become candidates for the degree of Doctor of Philosophy in the University. Such candidates, on graduation from the Seminary, enter the University where at least one year's work is required for the Doctorate. For further information about degrees see pages 15–19.

5. *Athletics and health.*—The athletic facilities and all other privileges of the University open to graduate students are equally available to Seminary students.

Medical examinations and clinical service by University physicians and the first three days of University hospital care in case of illness are free of charge; room calls upon patients whose condition prevents them from going to the hospital are at reduced rates.

Within the first two weeks of entrance students are expected to secure health examination through the Student Health Service of the University.

The Faculty of the Divinity School

Ernest Cadman Colwell, D.B., Ph.D., Dean of the Divinity School; Professor of New Testament Literature.

Edwin Ewart Aubrey, D.B., Ph.D., D.D., Professor of Christian Theology.

William Clayton Bower, A.M., LL.D., Professor of Religious Education.

Charles Whitney Gilkey, A.M., D.B., D.D., Professor of Preaching; Dean of the University Chapel; Associate Dean of the Divinity School.

Albert Eustace Haydon, D.B., Ph.D., Professor of Comparative Religion.

Arthur Erastus Holt, Ph.D., LL.D., Professor of Social Ethics.

William A. Irwin, Ph.D., Professor of Old Testament Language and Literature.

John Thomas McNeill, D.B., Ph.D., D.D., Professor of the History of European Christianity.

Wilhelm Pauck, Th.D., Exchange Professor of Historical Theology.

William Warren Sweet, D.B., Ph.D., D.D., Litt.D., Professor of the History of American Christianity.

Henry Nelson Wieman, Ph.D., D.D., Litt.D., Professor of Christian Theology.

John Albert Wilson, Ph.D., Oriental Institute, Professor of Egyptology; Director of the Oriental Institute.

Archibald Gillies Baker, Th.B., Ph.D., D.D., Associate Professor of Missions.

Ernest John Chave, Ph.D., Associate Professor of Religious Education.

Davis Edwards, A.M., Associate Professor of Public Speaking.

Winfred Ernest Garrison, D.B., Ph.D., Associate Professor of Church History.

Charles Thomas Holman, A.M., D.B., Associate Professor of Pastoral Duties and Director of Vocational Training; Extension Secretary.

John Knox, D.B., Ph.D., Associate Professor of Preaching.

Donald Wayne Riddle, D.B., Ph.D., Associate Professor of New Testament Literature.

Matthew Spinka, D.B., Ph.D., Exchange Associate Professor of Church History.

Harold Rideout Willoughby, D.B., Ph.D., D.D., Associate Professor of New Testament Literature.

Charles Hartshorne, Ph.D., Assistant Professor of Philosophy.

Raymond A. Bowman, A.M., B.D., Ph.D., Instructor in Oriental Languages.

Massey Hamilton Shepherd, Jr., Ph.D., Instructor in Divinity.

Shirley Jackson Case, D.B., Ph.D., D.D., D.C.L., Dean Emeritus of the Divinity School; Professor Emeritus of the History of Early Christianity.

Shailer Mathews, A.M., D.D., LL.D., Dean Emeritus of the Divinity School; Professor Emeritus of Historical Theology.

Edgar Johnson Goodspeed, D.B., Ph.D., D.D., Ernest D. Burton Distinguished Service Professor Emeritus of Biblical and Patristic Greek.

Clyde Weber Votaw, D.B., Ph.D., Professor Emeritus of New Testament Literature.

Herbert Lockwood Willett, Ph.D., Professor Emeritus of Old Testament Language and Literature.

Divinity School Courses

In addition to the Seminary courses described in the foregoing pages, the following courses offered by the faculty of the Divinity School are available for Seminary students under the two-and-one rule and under the arrangement for Exchange Professors (see pars. 2 and 3, p. 34). Scholarships covering courses in the Divinity School may be had by Seminary students who meet the necessary requirements. Consult the Director of Studies concerning these.

NOTE.—The titles of the courses by Professors Holt, Irwin, Bower, Pauck, Spinka, Wieman, and Edwards are printed in two places—in the Divinity School's list below and in the Seminary's curriculum on the preceding pages. To save space, the *descriptions* of these courses are printed in the Seminary's list only.

A. The Historical Field

The Historical Field includes within its scope courses in the general history of religions, in the history of Hebrew and Jewish religion, and in the rise and expansion of Christianity.

O.L.–O.H. 307. Old Testament History I.—Autumn, IRWIN.

O.L.–O.H. 308. Old Testament History II.—Winter, IRWIN.

O.L.–O.H. 309. Old Testament History III.—Spring, IRWIN.

N.T. 301. Christian Beginnings in the Jewish Environment.—Hellenicism after Alexander the Great; Judaism in Palestine and the Diaspora; political and social developments under the Hasmoneans, the Herods, and the procurators; John the Baptist and Jesus; the Jerusalem community and Paul; Jewish survivals in second-century Christianity. Autumn, WILLOUGHBY.

C.H. 302. Christianity and the European Nations (A.D. 800–1600) (identical with History 328).—The church and culture in the Carolingian Empire; Christianity in feudal Europe; ascendancy of the papacy as a world-power; religious revivals and intellectual movements of the Middle Ages; new social and intellectual forces—nationalism, town life, the New Learning; the religious revolution of the sixteenth century; ideals and achievements of Luther, Calvin, Loyola; the character of early Protestantism. Winter, MCNEILL.

C.H. 303. Christianity and the American People.—A survey of the rise and development of Christianity in America from earliest times to the present. Spring, SWEET.

C.H. 304. History of Ancient Christianity.—Autumn, SPINKA.

C.H. 305. Christianity in the Middle Ages and the Reformation Period (800–1600).—Winter, SPINKA.

C.H. 306. History of European Christianity in Modern Times (1600——).—Spring, SPINKA.

C.H. 307. Modern Movements in the Eastern Orthodox Churches.—Autumn, SPINKA.

C.H. 308. Congregationalism in American Culture.—½C. Spring, SPINKA.

C.H. 309. New Trends in Modern Missions.—½C. Spring, SPINKA.

C.H. 334. Intellectual History of Europe in the Seventeenth Century (identical with History 331).—An examination of the principal developments in theology, science,

philosophy, educational theory, political theory, historiography, and belles-lettres in seventeenth-century Europe. Winter, McNeill.

C.H. 338. The Continental Reformation (identical with History 336).—Condition of Europe, social, political, and religious, in the early sixteenth century. Luther and the rise of Protestantism. Reconstruction of the church in Germany. Zwingli and the Reformation in German Switzerland. Calvin and the organization of the Reformed Church. Left-wing religious movements. Revival of the Roman church. Later phases of the Reformation. Autumn, McNeill.

C.H. 348. European Christianity from the Reformation to the French Revolution.—Winter, Garrison.

C.H. 350. The Rise of Modernism.—Spring, Garrison.

C.H. 360. Religion in Colonial America.—A study of the transplanting of organized Christianity to Colonial America, and the influence it exerted. Lectures and reports. Autumn, Sweet.

C.H. 368. Slavery Controversy and the American Churches.—A study of American Christianity in contact with the institution of Negro slavery. Winter, Sweet.

C.H. 378. The Era of the "Isms," 1815–60.—A study of that period in American history characterized by widespread revivalism and the rise of such movements as Mormonism, Spiritualism, and the numerous communistic experiments. Winter, Sweet.

C.H. 380. The Cultural History of Latin America.—A survey of the cultural development of Latin America with especial emphasis upon religion and education. Spring, Sweet.

C.H. 386. History of the Disciples of Christ.—Controversies, expansion, education, and readjustments. Spring, Garrison.

C.H. 408. Research.—Autumn, Winter, Spring, Staff.

C.H. 410. Seminar in the History of the Orthodox East.—Winter, Spinka.

C.H. 420. Christianity and Roman Imperialism.—Attitude of Roman government to religious cults; causes of persecution of Christianity; cultus of martyrs; Christianity as the state religion in the fourth century. Prerequisite: C.H. 301 and reading knowledge of French or German and of Greek or Latin. Spring, Shepherd.

C.H. 424. History of Church Polity and Discipline.—A series of studies featuring important developments in the structure of church government and the discipline of members, with chief attention to the medieval and early Protestant churches of Europe. Autumn, McNeill.

C.H. 466. Religion on the American Frontier.—A research course. A study of the frontier influence in American Christianity. Each student will be assigned an unpublished manuscript to edit. Autumn, Sweet.

B. The Biblical Field

In these courses an opportunity is offered for study and research in language, literature, and interpretation of both the Old and the New Testaments, and the religious developments connected with the rise and preservation of the biblical writings. The courses dealing more specifically with the closely related historical phases of these developments have been listed in the Historical Field.

O.L.–O.T. 301. Hebrew Language I.—First lessons in Hebrew grammar by an inductive method. A grasp of the general structure of the language, with particular emphasis on the form of the strong verb, is the aim of this course. (In sequence with O.L.–O.T. 302 in 1941.) Autumn, Bowman.

O.L.–O.T. 302. Hebrew Language II.—Continuation of course 301 with stress on the so-called "weak verbs" and the classes of nouns. Winter, Bowman.

O.L.–O.T. 303. Hebrew Language III.—Continuation of courses 301 and 302 with special attention to reading and syntax. Spring, Irwin.

O.L.–O.T. 310. Canaanite and Hebrew Inscriptions.—Autumn, Bowman.

O.L.–O.T. 427. Poetic and Didactic Literature I.—Winter, IRWIN.

O.L.–O.T. 428. Poetic and Didactic Literature III.—Autumn, IRWIN.

O.L.–O.T. 440–42. Old Testament Research.—Autumn, Winter, Spring, STAFF.

O.L.–Aram. 303. Papyri.—Winter, BOWMAN.

N.T. 302. The Literature of the New Testament.—The several books of the New Testament in relation to social problems in early Christian communities. The development of early Christian thought and experience as recorded in these writings. Winter, WILLOUGHBY.

N.T. 303. The Religious Life of the Early Christians.—A study of the religious behavior of the early Christians as revealed in an inductive examination of the New Testament and contemporary extra-canonical sources. Autumn, RIDDLE.

N.T. 308. Life and Religion of Jesus.—Evaluation of the sources; chronology; Jesus' relation to his contemporaries; his conception of his mission. Spring, COLWELL.

N.T. 340. The Greek of the New Testament.—The study of the Greek New Testament is centered on syntax rather than on translation. Prerequisite: two courses in college Greek. Autumn, COLWELL.

N.T. 347. Readings in the Greek New Testament.—A reading course, designed to aid in the student's mastery of vocabulary and grammar. Representative sections of the various parts of the New Testament are read. Winter, RIDDLE.

N.T. 354. The Synoptic Gospels and Acts.—A survey interpretation of the materials of the Synoptic Gospels and Acts with reference to the development of religious conceptions in the growth of the Gospel tradition. Autumn, RIDDLE.

N.T. 361. Interpretation of the Letters of Paul.—Interpretation of Paul's letters as a unit of the New Testament. Attention is given to problems of situation, the application of the criteria of literary form, and to the letters as data of Paul's biography. Winter, RIDDLE.

N.T. 364. Paul's Corinthian Correspondence.—Historical situation, including conditions of church life in the gentile world; analysis of letters; interpretation; conflicts of social inheritances; contributions of letters to our knowledge of early Christianity. Spring, WILLOUGHBY.

N.T. 401. Research.—Summer, Autumn, Winter, Spring, STAFF.

N.T. 412. Paul and Hellenism.—A genetic study of Paul's religion in relation to his early Tarsian milieu, his contacts with primitive Christianity, and his later competition with gentile cults. A seminar, Autumn, WILLOUGHBY.

N.T. 416. Christianity and the Greco-Roman Religions.—Crucial problems in the field of Christianity's debt to rival religions. A seminar. Winter, WILLOUGHBY.

N.T. 441. Early Christian Archeology.—The variety, distribution, and character of early Christian monuments. Their contributions to the solution of historical problems. A seminar. Spring, WILLOUGHBY.

C. The Theological Field

Courses in this field are designed to acquaint the student with the problems and developments of theological and ethical thinking, especially within Christianity.

C.R. 341. The Idea of God in the Great Religions.—Spring, HAYDON.

C.R. 352. Modern Trends in World-Religions.—Autumn, HAYDON.

C.R. 353. Philosophy of Religion.—Winter, HAYDON.

C.R. 402. Mahayana Buddhism.—Research. Winter, HAYDON.

C.R. 431. Method in the Religious Sciences.—Research. Spring, HAYDON.

C.R. 441. The Great Gods of Mankind.—Research. Autumn, HAYDON.

C.T. 301. Theology in the Modern World.—A survey of cultural backgrounds of contemporary Christian thought with a view to clarifying the task of intellectual leadership in the Christian enterprise. Autumn, AUBREY.

C.T. 302. Outlines of Christian Theology.—The conceptions of man, God, salvation, and Jesus Christ are discussed against their historical backgrounds, and the student is required to write an outline statement of his own position. Winter, AUBREY.

C.T. 315. Contemporary European Theology.—Recent developments in British, French, and German theology. Reading knowledge of French or German required. Spring, AUBREY.

C.T. 321. History of Christian Doctrine I.—Autumn, PAUCK.

C.T. 322. History of Christian Doctrine II.—Winter, PAUCK.

C.T. 323. History of Christian Thought III: The Modern Period.—From the beginning of the Enlightenment to the present. Spring, AUBREY.

C.T. 324. History of the Doctrine of the Church.—Autumn, PAUCK.

C.T. 332. The Christian Conception of Man.—A critical and constructive course. Winter, AUBREY.

C.T. 342. The Church and the Modern Social Order.—Winter, HOLT.

C.T. 346. Urbanization and Rural-Urban Conflict.—Spring, HOLT.

C.T. 350. Theological Bases of Ethics.—The ends of moral action in relation to the objective world; human nature and ethical judgment; metaphysical bases of social community. Prerequisite: C.T. 341. Autumn, AUBREY.

C.T. 362. Introduction to the Philosophical Study of Religion.—Spring, WIEMAN.

C.T. 365. Religion and the Problem of Knowledge.—Autumn, WIEMAN.

C.T. 373. Christianity and Naturalism: Their Interrelations.—Autumn, WIEMAN.

C.T. 400. Research.—Prerequisite: Consent of instructor. Autumn, Winter, Spring, STAFF.

C.T. 425. Ritschl's Theology and Its Influence.—Winter, PAUCK.

C.T. 447. Research in Urban Religious Life II.—Winter, HOLT.

C.T. 448. Research in Urban Religious Life III.—Spring, HOLT.

C.T. 470. Seminar in the Problem of Knowledge.—Spring, WIEMAN.

Phil. 206. Aesthetics.—Philosophical theories of art; the nature of aesthetic enjoyment and creation; the role of beauty in life and in the universe. Spring, HARTSHORNE.

Phil. 207. Metaphysics.—A study of the basic categories of experience and reality. Winter, HARTSHORNE.

Phil. 312. Metaphysics since 1860.—Peirce, James, Bergson, Husserl, Croce, Santayana, Bradley, Whitehead. Winter, HARTSHORNE.

Phil. 414. Philosophical Theology.—Logical analysis of the possible views of the existence and nature of God; an attempt to apply rigorous method in the philosophy of religion. Spring, HARTSHORNE.

D. The Practical Field

P.T. 301. The Nature of Christian Preaching.—An inquiry into the character of preaching based upon a consideration of its origins, the function it has actually fulfilled in the church, and the distinctive factors which determine the Christian preacher's message. Autumn, KNOX.

P.T. 303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: P.T. 301, 302, and Speech 221, or equivalent. Spring, GILKEY, EDWARDS.

P.T. 306. History of Christian Worship II.—The Latin mass in medieval Catholicism as a focal center for popular devotion, scholastic theology, and Gothic art; monastic offices; reformed rites and principles of worship in the Reformation period. Spring, SHEPHERD.

P.T. 310. The Christian Message I.—A study of the character and content of preaching in the early church, with some attention to the question of its modern relevance. Autumn, KNOX.

P.T. 320. The Organization of Church Work.—The technique of church and community surveys; the development of church programs upon the basis of survey findings; the projection of a program for a specific church and its subsidiary organizations for im-

mediate use; and the formulation of tentative objectives for a long-time program of advance. Autumn, HOLMAN.

P.T. 322. The Christian Message II.—A critical examination of various significant contemporary interpretations of the message of the church (in sequence with P.T. 310 in 1941). Winter, KNOX.

P.T. 340. Trends in the Educational Work of the Church.—Autumn, BOWER.

P.T. 348. Supervision in Religious Education.—Techniques for training teachers and other church leaders on the job; visitation; analysis of various types of religious leadership; how to keep all activities on a religious level and to bring staffs to effective and cooperative working conditions, local and field problems. Winter, CHAVE.

P.T. 355. A Theory for Operative Christianity.—Autumn, BOWER.

P.T. 356. A Functional Curriculum for Teaching Religion.—Spring, BOWER.

P.T. 357. Technique of Teaching Religion.—Spring, BOWER.

P.T. 360. Measuring the Religious Growth of Persons.—The student is introduced to scientific methods of measuring religious knowledge, attitudes, appreciations, and methods of teaching. He is made acquainted with existing tests, rating scales, and other means for getting exact data to guide processes of religious education. He learns to adapt and construct measuring techniques and to use elementary statistics. Autumn, CHAVE.

P.T. 364. Religious Development in the Child.—A basic course for understanding the growth of religious ideas, attitudes, and habits in the individual. A psychological approach is made to the study of capacities and conditioning factors of the growing personality, and the student is given opportunity to critically evaluate goals, methods, and materials used in elementary religious education. Autumn, CHAVE.

P.T. 365. Religious Development of the Adolescent.—A study of the transitional period between childhood and adulthood; changing characteristics, problems, and conditioning factors; evaluation of trends in character and religious educational programs and methods; desirable experiences for personal living, social relationships, and general religious development. Winter, CHAVE.

P.T. 405. Seminar in Early Christian Worship.—Prerequisite: C.H. 301 or P.T. 305 and reading knowledge of Greek or Latin. Autumn, SHEPHERD.

P.T. 451. Problems in Personal Religious Guidance.—Research in problems, theoretical and practical, which arise in connection with personal religious guidance. Prerequisite: P.T. 316 or 318, or consent of instructor. Winter, HOLMAN.

P.T. 465. Research.—Prerequisite: Consent of instructor. Autumn, Winter, Spring, STAFF.

Sp. 221. Fundamentals of Speech.—Autumn, Spring, EDWARDS.

Sp. 300. Interpretative and Choral Reading.—Autumn, EDWARDS.

Sp. 301. Radio Speech.—Spring, EDWARDS.

Sp. 302. Voice and Phonetics.—Winter, EDWARDS.

Sp. 304. Theory and Practice of Persuasion.—Winter, EDWARDS.

Summaries

Fellows	3
Regular students	148
Special students	23
Total Seminary students	174
University, Meadville, Bethany Biblical Seminary, and George Williams College students taking courses with Seminary instructors	25*

*This number does not include students taking courses with instructors who are members of both Seminary and Divinity School faculties.

SOURCES OF STUDENTS

Denominations	
Congregational-Christian	85
Methodist	31
Presbyterian	13
Baptist	8
Disciples	7
Friends	6
Mennonite	6
Episcopal	2
Evangelical	2
Evangelical and Reformed	2
Advent Christian	1
African Methodist Episcopal	1
Church of the Brethren	1
Church of the Nazarene	1
Evangelical Church of Czech Brethren	1
Nestorian	1
Norwegian Lutheran	1
Polish National Catholic	1
Tabernacle Covenant	1
United Brethren	1
Unstated	2

Colleges, Universities, and Seminaries	
State and municipal colleges and universities	52
Private colleges and universities (non-denominational)	70
Private colleges and universities (denominational)	57
Seminaries and theological schools	15
Foreign universities	5

SUMMARY OF ATTENDANCE FOR THE YEAR 1939–40

	Spring 1939			Autumn 1939			Winter 1940			Total (Different) Students		
	M	W	T	M	W	T	M	W	T	M	W	T
Fellows	2	....	2	2	....	2	2	....	2	3	....	3
Regular students	70	27	97	73	25	98	69	23	92	106	42	148
Special students	2	4	6	3	5	8	6	9	15	10	13	23
Total Seminary students	74	31	105	78	30	108	77	32	109	119	55	174
University, Meadville, Bethany Biblical Seminary, and George Williams students taking Seminary courses	9	2	11	7	1	8	7	2	9	20	5	25

Awards Spring Quarter, 1939

The Degree of Bachelor of Divinity Was Conferred upon

ARLAN ANDREW BAILLIE . . . . . Mount Desert, Maine
B.A., Central Y.M.C.A. College, 1936

GARY ALFRED BOUSMAN . . . . . Crystal, Michigan
B.A., University of Richmond, 1935; A.M., University of Chicago, 1937

MERRILL JOHN ALLEN DALRYMPLE . . . . . Crystal Lake, Illinois
B.A., Iowa Wesleyan University, 1928

ROBERT A. EDGAR . . . . . Red Oak, Iowa
A.B., University of Kansas, 1936; M.A., Chicago Theological Seminary, 1938

DONALD ROBERT EVANS . . . . . Portland, Michigan
A.B., University of Chicago, 1936

PAUL JOSEPH FOLINO** . . . . . Chicago, Illinois
B.A., Ohio State University, 1936; A.M., University of Chicago, 1939

HARRY B. GORDON . . . . . Green River, Wyoming
B.S., Hillsdale College, 1935

MONROE CLARK HARSHFIELD* . . . . . Faulkton, South Dakota
A.B., College of Emporia, 1936

THATCHER M. JORDAN** . . . . . Los Angeles, California
A.B., Occidental College, 1936; A.M., University of Chicago, 1939

FRANCIS EMIL KRANZ . . . . . Omaha, Nebraska
A.B., Allegheny College, 1936

EARL ENOCH GUSTAF LINDEN . . . . . Reed City, Michigan
B.A., Allegheny College, 1936; A.M., University of Chicago, 1939

JOHN CHARLES MICKLE, JR. . . . . Chicago, Illinois
A.B., Talladega College, 1936

KENNETH EDWARD SEIM . . . . . Wessington Springs, South Dakota
A.B., Huron College, 1935

EVERETT LEIGHTON SORENSEN . . . . . Toledo, Ohio
B.A., University of Minnesota, 1936

CARL FREDERICK STIEFEL . . . . . Chicago, Illinois
A.B., Baldwin-Wallace College, 1936

FRANK H. WORKENTINE . . . . . Forks, Washington
Th.B., Union Theological College, 1934

Cum laude.* * Magna cum laude.* **** Summa cum laude.*

The Degree of Master of Arts in Church Social Work
Was Conferred upon

VIRGINIA EVANS SATTERLEE ..... Chicago, Illinois
A.B., University of Michigan, 1937

The Degree of Master of Arts in Religion and the Arts
Was Conferred upon

RUTH SIEGFRIED WASSENICH*** ..... Hicksville, Ohio
B.A., Oberlin College, 1936

WINNIFRED WATSON ..... Columbia, Missouri
B.A., Lynchburg College, 1933

The Degree of Master of Arts in Religious Education
Was Conferred upon

GEIL HARRIET DUFFENDACK** ..... Chicago, Illinois
B.S., University of Michigan, 1937

Special Entrance Scholarships for the Year 1939–40 Were Awarded to

CHARLES MCMURRAY BRADEN ..... Evanston, Illinois
B.S., Northwestern University, 1939

GEORGE WILLIAM HALSTEAD ..... Brooten, Minnesota
B.A., Hamline University, 1939

ROBERT STANFORD KREIDER ..... North Newton, Kansas
A.B., Bethel College, 1939

MARY KATHARINE MCDERMOTT ..... Topeka, Kansas
B.A., Swarthmore College, 1938

BERNARD VERNON MUNGER ..... Smith Center, Kansas
A.B., Washburn College, 1938

GUY NOEL TWYMAN ..... Clifton Hill, Missouri
B.A., Park College, 1939

Junior Fellowships for the Year 1939–40 Were Awarded to

SEIDO OGAWA ..... Honolulu, Hawaii
B.A., University of Hawaii, 1937

ALVIN HEWITT SCAFF ..... Dallas, Texas
B.A., University of Texas, 1936

EMERSON WAYNE SHIDELER ..... Pittsburgh, Pennsylvania
A.B., University of Pittsburgh, 1937

JOHN ROBERT VON ROHR ..... Minneapolis, Minnesota
B.B.A., University of Minnesota, 1937

The Mary B. Hibbard Curtis Research Scholarship for the Year 1939–40 Was Awarded to the Following Third-Year Student

HOMER CLYDE MCEWEN.....Jackson, Mississippi
B.S., Straight College, 1934

The Hawaiian Scholarship for the Year 1939–40

Unawarded

FELLOW ON THE FORD FOUNDATION

RALPH DOUGLAS HYSLOP.....Brandon, Wisconsin
B.A., University of Wisconsin, 1935

Alternate

HOMER VINCENT YINGER.....Minneapolis, Minnesota

FELLOW ON THE BLATCHFORD FOUNDATION

PAUL JOSEPH FOLINO.....Chicago, Illinois
B.A., Ohio State University, 1936; A.M., University of Chicago, 1939.

Alternate

THATCHER M. JORDAN.....Los Angeles, California

During the Year the Degree of Master of Arts Has Been Conferred by the University of Chicago upon the Following Seminary Students

GERTRUDE BRUNHILD COOK.....Peoria, Illinois
PAUL A. GIA RUSSO.....Oak Lawn, Illinois

During the Year the Degree of Doctor of Philosophy Has Been Conferred by the University of Chicago upon the Following Seminary Student

LELAND HENRY CARLSON.....Chicago, Illinois

Colleges, Universities, and Seminaries Represented in The Chicago Theological Seminary Student Body of 1939-40

Albany
Albion
Allegheny
American Assyrian University (Iraq)
Andover-Newton
Augustana
Aurora
Baldwin-Wallace
Baptist Theological Seminary
Battle Creek
Baylor
Berea
Berkeley Baptist Divinity School
Bethany (Kan.)
Bethany-Peniel
Bethel (Kan.)
Bluffton
Boston
Bowdoin
Bradley Polytechnic Institute
Capital
Carleton
Central Y.M.C.A.
Coe
College of Emporia
College of the Ozarks
College of Wooster
Columbia
Culver-Stockton
Dartmouth
DePauw
Doshisha University (Japan)
Drake
Earlham
Edward Waters
Elon
Eureka
Fisk
Florida A. & M.
Friends
Garrett Biblical Institute
George Williams
Gordon
Goucher
Grinnell
Guilford
Hamline
Hartford Theological Seminary
Harvard
Hillsdale
Hochschule für Welthandel (Vienna, Austria)
Howard
Huron
Illinois
Illinois Wesleyan
Indiana University
Iowa State College
Iowa State Teachers
James Millikin
Kalamazoo
Kansas State
Lincoln University (Pa.)
Livingston
Louisiana State
Lutheran Theological Seminary
Macalester
Morgan
Mount Holyoke
Nebraska State
Nebraska Wesleyan
North Central
North Park College
Northland
Northwestern
Oberlin

Occidental
Ohio State
Oklahoma A. & M.
Olivet
Oregon State
Pacific School of Religion
Park
Pendle Hill
Piedmont
Pomona
Prague (Czechoslovakia)
Presbyterian Theological Seminary
Princeton
Princeton Theological Seminary
Purdue
Ripon
Rochester Theological Seminary
Savonarola Seminary
Scarritt
Schauffler
Simmons
Simpson
Sioux Falls
Southwestern
State College of Washington
State University of Iowa
Straight
Swarthmore
Syracuse
Talladega
Texas Christian
Transylvania
Tulsa
Tusculum
University of Akron
University of California
University of Chattanooga
University of Chicago
University of Hawaii
University of Illinois
University of Kansas
University of Michigan
University of Minnesota
University of New Mexico
University of North Dakota
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Richmond
University of Shanghai (China)
University of Southern California
University of Texas
University of Toledo
University of Washington
University of Wichita
University of Wisconsin
Washburn
Washington University
Washington and Lee University
Wheaton (Ill.)
Willamette
Yankton

STUDENTS ENROLLED 1939-40

Regular Students

ADAMS, ANNIE LILLIAN, a.w. .....Waco, Texas
A.B., Southwestern University, 1935
AVERY, PERRY DICKINSON, a.w. ..East Chicago, Ind.
B.A., Pomona College, 1928
B.D., The Chicago Theological Seminary, 1934
AYFORD, MADGE ADELLA, sp.a.w. .....Lincoln, Nebr.
A.B., Nebraska Wesleyan University, 1938
BAEHR, KARL H., sp.a.w. .....Newton, Kansas
A.B., Bethel College, 1938
BAILLIE, ARLAN A., sp. .....Chicago, Ill.
B.A., Central Y.M.C.A., 1936
BAKER, GORDON JEFFERSON, a.w. ..Eagle Rock, Calif.
A.B., University of California at L.A., 1938
BARRY, DAVID WILLIAM, sp.a.w. ....Cleveland, Ohio
A.B., Oberlin College, 1938
BATES, FOREST ELTON, sp. .....Marengo, Iowa
A.B., Simpson College, 1927
BENSON, VERNON EVALD FERDINAND, sp.a.w. Winooka, Ill.
A.B., Bradley Polytechnic Institute, 1937
Th.B., North Park College, 1929
BERGEN, WILLIAM WILDWORTH, a.w. Manhattan, Kansas
B.S., Kansas State College, 1929
BERGSMAN, LEILA EVANGELINE, sp. ..Birchdale, Minn.
B.A., Carleton College, 1937
BIRD, DOROTHY CROCKER, sp.a.w. ..Stoughton, Mass.
Th.B., Gordon College of Theology and Missions, 1938
BLAIR, LOIS FAYE, a.w. .....Tulsa, Okla.
A.B., Park College, 1939
BOMBERG, ARTHUR EDWARD, sp. .....Chicago, Ill.
A.B., Olivet College, 1935
BOUSMAN, GARY ALFRED, sp. .....Richmond, Va.
B.A., University of Richmond, 1935
M.A., University of Chicago, 1937
BRADEEN, CHARLES McMURRAY, a.w. ....Evanston, Ill.
B.S., Northwestern University, 1939
BRRAY, HARRIETT JANE, sp. .....Ann Arbor, Mich.
A.B., University of Michigan, 1937
BRUNT, ROBERT DAVID, sp.a.w. .....Chicago, Ill.
A.B., University of Illinois, 1938
BROWN, CHESTER CLAYTON, sp.a.w. .....Malta, Ill.
B.A., Wheaton College, 1933
M.A., University of Wisconsin, 1937

CAIRNS, GRACE RUTH, sp. .....Baltimore, Md.
A.B., Goucher College, 1937
M.A., Oberlin Theological Seminary, 1938
CALBECK, MARGARET RUTH, sp. .....Joplin, Mo.
A.B., Ohio State University, 1938
CHAMBERLIN, ROY BULLARD JR., sp.a.w..Hanover, N.H.
A.B., Dartmouth College, 1938
CLARK, HENRY HAGBERG, sp.a.w. ...Bridgeport, Conn.
A.B., Illinois College, 1937
COLE, EVERETT ERNEST, sp. .....Medford, Ore.
B.S., University of Oregon, 1935
CONOVER, STANLEY MUMBY, a.w. ....Minneapolis,Minn.
B.A., Carleton College, 1937
COOK, GERTRUDE MUNDELL, sp. .....Seward, Ill.
A.B., University of Michigan, 1931
CUTHRELL, JULIA ELIZABETH, a.w. .....Tyler, Texas
B.A., Texas Christian University, 1934
M.A., Louisiana State University, 1936
DANNER, KEVIN EARLE, a. .....Rochelle, Ill.
A.B., Harvard University, 1935
DAY, LUCILLE ELIZABETH, a. .....Whittier, Calif.
A.B., Oberlin College, 1922
Cert. of Soc. Work, Univ. of California, 1931
DeCOURSEY, DON L., sp. .....Chicago, Ill.
B.A., Hamline University, 1934 (deferred)
DeMAR SHIMUN, GADDOCK Y., sp.a.w. ...Lebanon, Syria
M.A., American Assyrian College, 1918
DICK, THOMAS CHALMERS JR., sp. .New York, New York
A.B., Tusculum College, 1936
DICKSON, RONALD WARREN, a.w. .....Akron, Ohio
A.B., University of Akron, 1939
DOWEY, FRANK DAVID, sp.a.w. .....Toronto, Canada
A.B., Guilford College, 1939
EASTMAN, FRANCES WHITTIER,a.w. .....Tulsa, Okla.
B.A., Tulsa University, 1935
EDGAR, ROBERT A., sp. .....Lawrence, Kans.
A.B., University of Kansas, 1936
M.A., The Chicago Theological Seminary, 1938
ENGLISH, ROBERT CHARLES, sp. .....Bala-Cynwyd, Pa.
A.B., Oberlin College, 1938
FELTER, EUNICE NOLL, a.w. .....Eureka, Ill.
B.A., Eureka College, 1939
FERGUSON, ALEXANDER BROWN, sp.a.w. Chattanooga,Tenn.
B.A., University of Chattanooga, 1938
FISCHER, PETR B., a.w. .....Bohemia
John Hus Faculty, Prague, Second State
Examination, 1938

FOLINO, PAUL JOSEPH, sp. .....Cleveland, Ohio
A.B., Ohio State University, 1936
M.A., University of Chicago, 1939

FRANK, MELVIN LYNN, sp.a.w. .....Millburn, Ill.
B.A., University of Minnesota, 1933

GAEDE, ERWIN A., a.w. .....Tripoli, Iowa
B.A., Iowa State Teachers College, 1939

GALLOWAY, LLOYD EDWARD, sp.a. .....Annapolis, Md.
A.B., Morgan College, 1936

GARRIOTT, CHRIS TROY, a.w. .....Harristown, Ill.
A.B., James Millikin University, 1938

GIA RUSSO, PAUL A., sp.a.w. .....Oak Lawn, Ill.
A.B., Syracuse University, 1932; LL.B., 1936;
M.A., University of Chicago, 1939

GIBSON, MARK MENDELSSOHN, sp. .....Chicago, Ill.
A.B., Lincoln University, 1928

GORDON, HARRY B., sp. .....Jackson, Mich.
B.S., Hillsdale College, 1935

GUNG, YUEH-GIN, sp.a.w. .....Shanghai, China
B.A., University of Shanghai, 1935

HARSHFIELD, M. CLARK, sp. .....Fredonia, Kans.
A.B., College of Emporia, 1936

HALSTEAD, GEORGE WILLIAM, a.w. ....Brooten, Minn.
B.A., Hamline University, 1939

HALVERSON, MARVIN PIERCE, a.w. ..Sioux Falls,S.D.
B.A., Augustana College, 1938

HAYES, MARION JANET, a.w. .....Norwood, Mass.
B.S., Simmons College, 1939

HECKMAN, HAROLD WILLIAM, a.w. .....Friend, Nebr.
A.B., Nebraska State University, 1939

HOLCOMB, CORINNE, sp.w. .....Chicago, Ill.
A.B., James Millikin University, 1912

HOPPER, MARION, a.w. ....South Orange, New Jersey
B.S., Schauffler College, 1936

HOWLETT, JOHN FRANCIS, sp. ...Belle Fourche, S.D.
B.A., Sioux Falls College, 1937

HUNTINGTON, I. JEANETTE, a.w. .....Berea, Ky.
A.B., Berea College, 1939

HURIE, HICKORY HOUGHTON, sp. .....Tallula, Ill.
A.B., The College of the Ozarks, 1937

JAMISON, CARNELLA L., w. .....Indianapolis, Ind.
A.B., Talladega College, 1937

JEFFERSON, OSWALD W., a.w. .....Somonauk, Ill.
A.B., Willamette University, 1937

JORDAN, THATCHER MOORE, sp. .....Monrovia, Calif.
A.B., Occidental College, 1936

JOY, ADENA, sp. .....Ashland, Ore.
B.S., Oregon State College, 1933

KAGIN, JULIA ELIZABETH, sp.s.w. ..St. Paul, Minn.
B.A., Macalester College, 1937
KEISER, JULIAN JEROME, sp.a.w. ...Streator, Ill.
A.B., North Central College, 1937
KELLY, HERBERT C., sp.a. .....Chiocton, Wis.
B.A., University of Wisconsin, 1936
KRANZ, FRANCIS EMIL, sp. .....DesPlaines, Ill.
B.A., Allegheny College, 1936
KREIDER, ROBERT STANFORD, a.w. North Newton, Kans.
A.B., Bethel College, 1939
KRUG, CHARLOTTE W., sp. .....Chicago, Ill.
B.S., Northwestern University, 1938
LAMB, KENNETH ELWIN, sp. .....Lake City, Fla.
A.B., Florida A. & M. College, 1936
LANDIS, CARL JOHN, a. .....Chicago, Ill.
A.B., Bluffton College, 1930
M.Ed., Temple University, 1933
LAUER, WILLIAM WESLEY, a. .....Philadelphia, Pa.
A.B., Bluffton College, 1938
LAWTON, WALTER TERRELL, w. .....Washington, D.C.
A.B., Washington & Lee University, 1936
Th.B., Louisville Baptist Seminary, 1939
LINDEN, EARL ENOCH GUSTAF, sp. .Reed City, Mich.
B.A., Northland College, 1936
A.M., University of Chicago, 1939
LLOYD, CIL BURTON, a.w. .....Nashville, Tenn.
A.B., Fisk University, 1939
LUCK, ALPHEUS M., sp.a.w. .....Chickasha, Okla.
B.S., Oklahoma A. & M. College, 1935
McDERMOTT, MARY KATHARINE, a.w. ...Topeka, Kans.
B.A., Swarthmore College, 1938
McEWEN, HOMER CLYDE, sp.a.w. .....Jackson, Miss.
B.A., Straight College, 1934
McKINLEY, ORLAND ALLSPAUGH, a. ..Algonquin, Ill.
A.B., Grinnell College, 1936
MADDOX, JESSIE, sp.a.w. .....Birmingham, Ala.
A.B., Talladega College, 1936
MALINOWSKI, THADEUSZ, sp.a.w. .....Poland
B.S., George Williams College, 1935
MANER, EVERETT BARNETT, a.w. .....Walworth, Wis.
A.B., Indiana University, 1933
M.A., University of Chicago, 1935
MEEKS, OMAR ERNEST, sp. .....Crawfordsville, Ia.
B.A., State University of Iowa, 1937
MICKLE, JOHN CHARLES JR., sp....New Orleans, La.
A.B., Talladega College, 1936
MOORE, ROBERT SUTTON, sp.a.w. .....Lennon, Mich.
B.S.E., University of Michigan, 1938

MORRILL, JAMES WHITTIER, a.w. .....Chicago, Ill.
A.B., Oberlin College, 1938
MORSE, EVANGELINE F., a.w. .....Chicago, Ill.
A.B., Talladega College, 1937
MUNGER, BERNARD VERNON, a.w. ..Smith Center, Kans.
A.B., Washburn College, 1938
MURDICK, OLIN JOHN, w. .....Port Huron, Mich.
B.A.W., University of Michigan, 1938
MYERS, RUSSELL ELMER, sp.w. .Fort Washington, Wis.
B.A., Yankton College, 1934
NEAL, FLOYD WILLIAM, sp.a.w. .....Portland, Ore.
A.B., Albany College, 1936
NELSON, ANTHONY AMOS, a. .....Otsego, Mich.
B.A., University of Minnesota, 1936
NELSON, FLOYD HOWARD, sp.a.w. .....Huntley, Ill.
B.S.L., Drake University, 1936
NORTHUP, ARTHUR BERTRAM, sp. .....Chicago, Ill.
Th.B., Aurora College, 1931
B.D., Gordon College of Theology and Missions, 1933
OGAWA, SEIDO, sp.a.w. .....Honolulu, T.H.
B.A., University of Hawaii
OLBRICH, STUART VEITCH, a.w. .....Madison, Wis.
Th.B., University of Wisconsin, 1938
OLD, THOMAS CURROW, a.w. .....Cornwall, England
B.A., University of North Dakota and Wesley College, 1921
M.A., Hartford School of Religious Education, 1939
OLMSTEAD, RUTH ROBERTS, sp. .....Grant, Mich.
B.A., Mount Holyoke College, 1922
PAFF, ELMO RAY, a.w. .....Goshen, Ind.
B.A., DePauw University, 1939
PALMER, PHILIP W., sp.a.w. .....Chicago, Ill.
B.A., Carleton College, 1938
PENNINGTON, PHIL, sp.a.w. .....Augusta, Kans.
A.B., University of Wichita, 1938
PENTICOFF, PRENTISS CHANNING, sp.a.w. Cisco, Ill.
B.A., Illinois Wesleyan University, 1935
B.D., Garrett Biblical Institute, 1938
PLATT, SELMA RICH, sp. .....Newton, Kans.
A.B., Bethel College, 1924
POPPE, LOUIS GUSTAV, a.w. .....Scotland, S.D.
B.A., Yankton College, 1938
Th.B., School of Theology, Yankton College, 1939

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Diploma, Hochschule f. Welthandel at Vienna, Austria, 1924;
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B.A., College of Wooster, 1932
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A.B., Albion College, 1936
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B.A., Princeton University, 1933
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Ph.B., University of Chicago, 1917; M.A.,1919
B.D., Chicago Theological Seminary, 1921

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